## DOCUMENT RESUME

ED 060 191 52 VT 014 658

| | |
|---|---|
| AUTHOR | Sylvester, Ralph K.; Weagraff, Patrick J. |
| TITLE | Administrative Coordination of Vocational Education in Metropolitan Areas, Western Region. Final Report, Institute III. |
| INSTITUTION | California Univ., Los Angeles. Div. of Vocational Education. |
| SPONS AGENCY | National Center for Educational Research and Development (DHEW/OE), Washington, D.C. |
| BUREAU NO | BR-9-0524 |
| PUB DATE | Apr 71 |
| GRANT | OEG-0-9-150524-4520(725) |
| NOTE | 166p.; Part of Short-Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas |
| EDRS PRICE | MF-$0.65 HC-$6.58 |
| DESCRIPTORS | Administrative Organization; *Administrator Education; Conference Reports; Educational Change; *Inservice Education; *Institutes (Training Programs); Program Administration; School Organization; Technical Education; *Urban Environment; *Vocational Education |
| IDENTIFIERS | Western Metropolitan Areas |

ABSTRACT

Designed as one of 10 institutes for the inservice training of professional personnel responsible for vocational-technical education in western metropolitan areas, the major focus of this institute was to promote optimal opportunities to develop awareness of the value of coordination in expanding the potential of vocational educatio in metropolitan areas. A total of 92 vocational education administrators from 17 western states participated in formal lectures, discussion groups, and reaction and question panels during the 1-week institute. An assessment of the institute by three evaluative measures revealed that most of the participants were satisfied that the institute met their objectives and helped further their professional growth. Comparisons of responses on a pretest and followup 9 months later indicated no change, or very little change, in group responses, suggesting that the institute did little to change opinions on vocational education or general beliefs on selected topics. However, the followup revealed that 26 percent of the participants did change their work in such a way as to constitute a significant influence on the administrative coordination of vocational education. (SB)

ED 060191

BR 9-0524
PA 52

# INSTITUTE III FINAL REPORT

Project No.: BR. 9-0524
Grant No.: OEG-0-9-150524-4520(725)

# ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS, WESTERN REGION.

Part of

Short-Term Institutes for Inservice Training of
Professional Personnel Responsible for Vocational-
Technical Education in Western Metropolitan Areas

Ralph K. Sylvester
Patrick J. Weagraff

Division of Vocational Education
University of California
Los Angeles, California 90024

April 1971

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

VT014658

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

INSTITUTE III FINAL REPORT

Project No.: BR. 9-0524
Grant No.: OEG-0-9-150524-4520(725)

# ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS, WESTERN REGION.

Ralph K. Sylvester
Patrick J. Weagraff

Division of Vocational Education
University of California
Los Angeles, California 90024

April 1971

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

## CONTENTS

Page

Preface . . . . . . . . . . . . . . . . . . . . . . . . . 1

Introduction . . . . . . . . . . . . . . . . . . . . . . 3

Summary . . . . . . . . . . . . . . . . . . . . . . . . . 7

Part I: Institute Proceedings Report . . . . . . . . . . . 11

Part II: Evaluative Report, Pre and Post-Tests of Institute III . . . . . . . . . . . . . . . . . . . . 91
List of Tables . . . . . . . . . . . . . 95

Part III: Evaluative Report, Nine Month Follow-Up Test . . 129
List of Tables . . . . . . . . . . . . . 133

Appendix:

Roster of Participants . . . . . . . . . . . . . . 159
Resource Personnel . . . . . . . . . . . . . . . . 166
Institute Agenda . . . . . . . . . . . . . . . . . 169

# PREFACE

Administrators of vocational education are realizing now that their main effort must be the development of the potential of vocational education in both in-school and out-of-school (adult) programs. Institute III, "Administrative Coordination of Vocational Education in Metropolitan Areas," was conducted by the Division of Vocational Education, University of California, April 12-17, 1970. The Institute was designed to involve administrators in activities such as: in-depth discussions, key note speeches, initiation of critical questions, and peripatetic reviews of the action in such a way as to promote optimal opportunities to develop awareness of the value of coordination in expanding the potential of vocational education in their own metropolitan areas and states.

The proceedings and evaluation of Institute III are contained in three parts of this report. Part I represents a sharing of the knowledge and concepts gained from the Institute in initiating programs to bring about desirable changes. Part II is an evaluative report which includes a profile of participants, their opinions of the proceedings and behavioral outcomes of participant attendance. Part III is an analysis similar to Part II but with the added distinction of discovering the effects of the Institute on the participants as determined by a follow-up questionnaire sent out some nine months after Institute III. Significant changes in coordination activities prompted by the Institute are reported.

Staff members of the Division of Vocational Education, University of California, Los Angeles, who assisted in the planning and operation of the Institute were: Miss Nancy Goff, Secretary and Coordinator; and Ralph K. Sylvester and Patrick J. Weagraff, Research Specialists and EPDA Fellows. General assistance in the preparation of this manuscript was provided by Miss Debra Seif, Principal Clerk.

A special note of regard is due Samuel L. Fick and Howard A. Campion who acted as the Topic Consultants throughout the Institute. The gathering, recording, and organization of all the oral and written speeches, reports, and summaries from which this report was constructed was their responsibility and their expertise is gratefully acknowledged.

The contributions of those who acted as Initiators, Masters of Ceremonies, Speakers, Peripatetic Reviewers, Chairmen, Panel Members, and Discussion Leaders are recognized as significant factors in the success of the Institute and, therefore, the efforts of these people are greatly appreciated.

Melvin L. Barlow
Institute Director

Director, Div. of Vocational Education
Professor, School of Education
University of California

# INTRODUCTION

The following quotation is given in order to facilitate placing this particular Institute in the proper perspective:[1]

> To coordinate and help plan this Multi-Institute Project has been exciting and challenging. . .
>
> One thrust of planning the project was to give the potential participants an opportunity to have some input into the structure of the institutes. This has been done and with a great deal of enthusiasm by many persons. We are thankful for their help. We were also pleased to have these persons ask us to proceed beyond the usual discussion of problems and get on with the solutions in terms of guidelines and strategies for attempting to solve the problems. . .
>
> We are full aware that we must provide for a maximum opportunity for the participants in the institutes to have a most meaningful experience and to help provide vehicles for needed change in vocational education in the large metropolitan areas. It is recognized that changes are made by 'change agents' therefore we are looking for these change agents as participants. It then follows that commitment is necessary as a foundation to the entire project. It means that each participant must dedicate himself to the implementation of the institute products through conferences and 'mini-institutes.'
>
> In most cases, each metropolitan area has already set its own goals for expected returns from its participants. . .
>
> Needed action for change involving educational programs for all youth in the large metropolitan areas is the major goal of this project. We trust that all leaders involved will fully address themselves to the task at hand.

---

[1] Duane L. Blake and G. Dale Gutcher, Training Personnel Responsible for Vocational Education in Western Metropolitan Areas. (Fort Collins, Colorado: Colorado State University, 1970) pp. 1-3.

Providing inservice education for persons responsible for vocational education is one of the formidable tasks now facing the field of vocational education. Skyrocketing student enrollments, expansion in the number of full-time and part-time vocational educators, needed reductions in the pupil-teacher ratios, accelerated development of occupational programs for students with socioeconomic or other handicaps, and new innovations in educational techniques emphasize the demand for more and better inservice training.

The need for staff development is further warranted by the Nation's rapid social and economic changes. Moreover, the widening gap between available vocational education offerings and training required by today's youth and adults has added to the urging for strengthening the inservice training of educators.

## The Project

The Short-Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas is a multiple institute project, coordinated by Colorado State University, under the auspices of the United States Office of Education. The project consists of ten separate institutes, conducted in various cities of the Western United States during the calendar year 1970, and directed toward the involvement of large city school administrators, vocational education directors, teachers, counselors, State Commissioners of Education, State Directors of Vocational Education, persons responsible for teacher and counselor education programs, and representatives from industry, business, labor, and city government. In all, a total of 800 participants will be served.

## The Program

Each of the ten institutes is designed to deal directly with the different consensus of persons responsible for vocational education. They are intended to be working conferences, from which each participant will obtain concrete materials with which he can operate. Each participant will combine his knowledge and special skills with that of others in the development of these materials, and he will commit himself to the utilization of the knowledge and materials he has obtained from the institute to implement a program or project to bring about desirable changes in his area.

## The Objectives

The objectives of the institutes vary, being specifically directed toward the concern with which the institute deals. Generally, however, all institutes will deal directly with the problems facing Vocational Education and will work toward developing solutions to these problems in accordance with the Vocational Education Amendments of 1968. Specifically, the project goals are:

| | |
|---|---|
| Goal One: | To expand the knowledge of training needs and desires of disadvantaged youth and adults. |
| Goal Two: | To consider the problems and formulate models for implementing a theme of 'career centered' education into the present school system. |
| Goal Three: | To assemble and evaluate innovative as well as proven techniques of providing vocational education to disadvantaged persons in the inner cities of metropolitan areas. |
| Goal Four: | To produce attitudinal behavioral changes in the participating 'change agent' teams so that a dedication for implementing the other institute outputs will follow. |

## Institute III

This Institute was primarily designed to promote optimal opportunities to develop awareness of the need and value of administrative coordination in expanding the potential of vocational education in metropolitan areas to the extent that it urged the participants to seek ways to implement changes in that direction.

This report documents the success of Institute III.

Ralph K. Sylvester
April, 1971

# SUMMARY

## Institute III

Project No.: BR 9-0524
Grant No.: OEG-0-9-150524-4520(725)

Administrative Coordination of Vocational Education in Metropolitan Areas, Western Region.

Part of:
Short-Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas

This Institute was held in San Diego, California on April 12-17, 1970 and was conducted by the Division of Vocational Education, University of California, under the co-directorship of Dr. Melvin L. Barlow and J. Lyman Goldsmith. It was one of ten "Short-Term Institutes" sponsored and coordinated by the Department of Vocational Education, Colorado State University, Fort Collins, Colorado, under the co-direction of Dr. Duane L. Blake and Dr. G. Dale Gutcher. This multi-institute project was funded by the Office of Education, National Center for Educational Research and Development.

The formidable task of providing inservice education for persons responsible for vocational education in the face of the Nation's rapid social and economic changes urged the initiation of this multiple institute project. The objectives are concerned with the results of involving key personnel in working conferences designed to give them the motivation to solve the problems facing vocational education.

Institute III involved key personnel, as evidenced by the fact that an overwhelming majority of the participants held positions at the policy and decision making level. The participant profile also shows: median age of 44.5 years (ages ranged from 29 to 64 years); a ratio of 11 males to one female; the Master's degree is held by 64.1%, the Doctorate is held by 19.6%; they represent 38 cities in 17 of the 25 western states; most were in the Trade and Industrial area; and the remainder were representative of 12 other areas of vocational education. A nine month follow-up questionnaire showed only small variations in the profile of participants for the 43 respondents.

There were 92 participants at Institute III; 73 of them completed all five pre and post tests and were thereby eligible for the follow-up questionnaire nine months later. Of the 73 there were 43 respondents to the follow-up.

Two different forms were used for the pre test and the same two plus an evaluation of the Institute form was used for the post test.

Comparison of the pre and post tests indicated the instrument used to report the beliefs on selected topics was not particularly discriminating in that only two items were statistically significant. The instrument used to investigate opinions on vocational education showed evidence that the Institute reinforced the participant's previously held opinions. Six of the 36 items on vocational education proved statistically significant. The significance was determined for both forms, by a T test with the data evaluated at the .05% or .01% level.

Comparison of the mean scores of the group responses on the two forms at the pre test and the follow-up test nine months later indicated no change, or very little change, in the group responses. The conclusion drawn is that the Institute did little to change opinions on vocational education or general beliefs on selected topics.

The fifth test which was given as part of the post test at the Institute and again in the follow-up, constituted an evaluation of the Institute. At the conclusion of the Institute: 85% reported they were satisfied and would apply again, 85% said they would recommend that others like themselves attend, over 90% responded they were motivated to consider new solutions to problems, 67% felt the objectives were clear, and 66% said the objectives were the same as their own. The most frequently mentioned major strength of the Institute was the opportunity to share and exchange information, solutions, and problem approaches. Other strengths were: organizational structure of the Institute, 84% indicated the group worked well together, 85% felt they were really part of the group, 90% responded that the materials presented were valuable to them, and most said they were satisfied that the Institute helped further their professional growth.

The nine month follow-up questionnaire showed some extremely small changes in the evaluation of Institute III. A factor analysis found no meaningful grouping of the responses received from the 43 respondents.

The follow-up showed 12 positive returns indicating seven different types of communications being established in a total of 14 instances as a result of the 12 participants' attendance at the Institute.

Of major importance, it also revealed that 24 participants had instituted 25 different changes in their work in a total of 36 instances as a result of attendance at the Institute. Conservatively, yet powerfully speaking, the lives of well over two million people will be directly or indirectly influenced by the impact of Institute III on the participants. This is evidenced by two reports indicating that, as a result of attendance, coordinating councils in their metropolitan areas have been implemented. Each of these metropolitan areas include over 1.2 million people.

Institute III has made a considerable impact in that 26% of the participants did change their work in such a way as to constitute a significant influence on the administrative coordination of vocational education in metropolitan areas of the western United States.

## Recommendation

It is recommended that more institutes of this calibre be originated and repeated in all the major regions of the United States in such a fashion as to allow attendance by a greater number of key personnel. They should be operated on an annual, continuing basis in order that awareness of the need for coordination in a rapidly changing society is not allowed to lose its effectiveness. The main objective should be the creation of "change agents" in vocational education whose main concern is keeping education relevant.

## PART I

## INSTITUTE PROCEEDINGS REPORT

## INSTITUTE III

## ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

By:

Ralph K. Sylvester
Research Specialist and EPDA Fellow
Division of Vocational Education
University of California, Los Angeles

## PART I

## CONTENTS

Page

FIRST DAY

"VOCATIONAL EDUCATION IN METROPOLITAN AREAS"

Morning General Assembly . . . . . . . . . . . . . . 15
Speaker: Dr. Leon P. Minear
Panel Discussion . . . . . . . . . . . . . . . . . . 20
Luncheon Meeting . . . . . . . . . . . . . . . . . . 21
Speaker: Wesley P. Smith
Afternoon General Assembly . . . . . . . . . . . . . 23
Discussion Groups Reports
Peripatetic Review . . . . . . . . . . . . . . . . . 27
Reviewer: Richard S. Nelson

SECOND DAY

"NEW KINDS OF COMMUNITY INVOLVEMENT"

Morning General Assembly . . . . . . . . . . . . . . 28
Initiator: Ernest D. Kramer
Morning Discussion Groups . . . . . . . . . . . . . . 30
Discussion Groups Reports
Luncheon Meeting . . . . . . . . . . . . . . . . . . 35
Speaker: Eldridge W. Reese
Afternoon General Assembly . . . . . . . . . . . . . 40
Discussion Groups Reports
Peripatetic Review . . . . . . . . . . . . . . . . . 44
Reviewer: James O. Plusch

THIRD DAY

"ADMINISTRATIVE ORGANIZATIONS FOR VOCATIONAL EDUCATION - A NEW RATIONALE FOR METROPOLITAN AREAS"

Morning General Assembly . . . . . . . . . . . . . . 49
Speaker: Otto P. Legg
Initiator: Richard S. Nelson
Morning Discussion Groups . . . . . . . . . . . . . . 53
Discussion Groups Reports
Luncheon Meeting . . . . . . . . . . . . . . . . . . 57
Speaker: C. F. McMenamy
Afternoon General Assembly . . . . . . . . . . . . . 58
Discussion Groups Reports
Peripatetic Review . . . . . . . . . . . . . . . . . 61
Reviewer: Otto P. Legg

## CONTENTS (Continued)

Page

FOURTH DAY

"FINANCING VOCATIONAL EDUCATION"

Morning General Assembly . . . . . . . . . . . . . . . . 63
    Panel Discussion
Morning Discussion Groups . . . . . . . . . . . . . . . . 69
    Discussion Groups Reports
Luncheon Meeting . . . . . . . . . . . . . . . . . . . . 72
    Speaker: Roland M. Boldt
Afternoon General Assembly . . . . . . . . . . . . . . . 76
    Discussion Groups Reports
Peripatetic Review . . . . . . . . . . . . . . . . . . . 78
    Reviewer: Jane Y. Mills

FIFTH DAY

"THE POTENTIAL OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS"

Morning General Assembly . . . . . . . . . . . . . . . . 81
    Initiator: Charles W. Patrick
Luncheon Meeting . . . . . . . . . . . . . . . . . . . . 84
    Speaker: Martin Stone

Monday, April 13, 1970

## "VOCATIONAL EDUCATION IN METROPOLITAN AREAS"

### I. MORNING GENERAL ASSEMBLY

Speaker: Dr. Leon P. Minear, Director of Vocational-Technical Education, U.S. Office of Education

Topic: Vocational Education in Metropolitan Areas: A National Concern

- It is deplorable that most large cities do not have a community-wide plan for the development of a total program that will meet the employment and training needs of the present day. Our patterns of community coordination of vocational and technical education need updating.
- Leaders of large city programs should be encouraged to develop all-encompassing plans which would include parallel or substitute systems of job preparation and job placement.
- There is a great need for a realistic type of research to determine needs, job openings, required curricula, counseling, placement and follow-up.
- Some problems, ideas, trends, and statements are:
    - -- The organization and coordination of change is as important as the change itself, and change is mandatory.
    - -- Sequence in planning is important: first, the state needs some kind of plan for its development; second, the state needs a master plan for education; third, the state needs a plan for vocational education; and then, the local areas need plans for vocational education.
    - -- Vocational education has to be the sum and substance of public education.
    - -- Every child needs an occupational background

-- We must revise public education to concentrate on vocational education more thoroughly.

-- Vocational education should not be regarded as some kind of cure-all for the ills of public education. However, vocational education is worthy of a lot more attention than it has received in the last several decades.

-- Society has been program-oriented. It will become a people-oriented society, and that will give vocational educators difficulties at all levels.

-- Institutional plans must be made for occupational needs.

-- Five hundred-fifty different vocations are being taught in this country. Regardless of how large a school system is, it is difficult for any system to have that great a variety.

-- Furnishing a vocational pattern for a big city is very difficult as an inter-school device. Even with high schools, and two and four year colleges as primary institutions, this variety of programs is almost impossible.

-- We are looking forward, in big and small cities or areas, to the increased use of cooperative vocational education techniques.

-- The U.S. Office of Education would be most flexible in allowing 1969-70 money to be carried into next year for expenditure, if the state law allows it.

-- We will soon be a 600 million dollar federal appropriation. The intent of Congress is that more money will be there is we can develop the programs.

-- If the President takes another look at the whole thing, he cannot help but ask: What is the difference between manpower and vocational education? Vocational educators have applied legal answers to this. So, if Congress wants to enlarge this problem of vocational education the results will certainly be effective.

- -- In the major metropolitan areas we are developing many substitute, or parallel, systems outside the regular educational program. In every one there is a very healthful infusion of vocational education.

- -- From the outside, vocational educators are the establishment.

- -- Either the students have given up on the establishment (the system) or the establishment has given up on the students and both of them have to roam the streets for substitute systems. Outside the system, the first thing said is, "These young people need vocational education."

- -- The system then has to extemporize and come up with new ways of helping young people. That's why it is wise for the establishment to always be alert to what's happening outside the system. Why not develop a system with primary experience for these young people that the institutions can handle?

- Views from Washington on problems effecting vocational education are:

  1. Washington is still staffed with the same people it had going into the '68 Amendments, primarily Voc-Ag and Home Economics people in many small states. We need them plus a variety of people from business, industry, etc. It is very difficult to bring these people aboard.

  2. There is a shift in the influence of youth organizations. In some states they are almost running the whole show in vocational education. The U.S. Office has tried to back these organizations, at the same time saying, these things have their place but that it is not their place to dominate occupational training programs. These organizations are good, we are for them, but not when they creep into the classrooms and demand.

  3. If we have not yet found a way to relate to business education or industrial arts, we need some help from the local districts and the state departments to develop a proper relationship.

4. The whole establishment in education needs a feedback system, some self-correcting mechanism. We need to be concerned about every student and what happens to him, not just those who go to a four year college or university, but all of them.

5. The proprietary schools are licensed in some states, ignored in many, accredited in some, looked on as a help in some, and as a threat in others. Congress says we must have a state plan including the permission for local districts to contract with proprietary schools, profit-making institutions, etc., to develop occupational training programs when the districts cannot.

6. Accrediting powers are trying to figure out whether or not there should be a different organization to accredit occupational training.

7. Acceptance of vocational education by academicians is something that may not solve itself in our lifetime. As Congress gets more interested in vocational education, and provides more money for it, these organizations will become quite interested in us. We should urge them to get interested and we should not be stand-offish.

8. The USOE envisions comprehensive vocational education research and is dedicated to guaranteeing that research programs actually provide something tangible.

9. We need to take a look at teacher training for vocational education. It needs to be better identified, better organized, and better taught. We need a shift and change in the organization and administration.

10. Throughout the country, we need new administrators of vocational education at all levels. The function of the USOE is not the same as that of the State Director and his is not the same as is that of the Local Director.

11. We need to return professional leadership to the state and local districts as much as we can. Perhaps a team approach should be employed.

12. The local director has to have the resources to develop the organizational or administrative pattern he needs, and so does the state.

13. Our '68 Amendments binds us together (in a state) under a state plan, written by and for the state, which can fit into any institutional pattern which the state wishes. A state can have a junior or community college system, or technical institute, or area vocational school, whatever is desired.

14. The contruction industry must have compulsory vocational education. The President's speech contained items on vocational education in the construction industry on just about every other page. In Texas, the construction industry (with their own money) has managed vocational education programs in seven areas, to see what they could do to help the secondary level. I hope that in other states the labor management people are cognizant of the President's speech and are also working with the state directors and state advisory councils as they are in Texas.

15. The problem of licensing auto mechanics is a near-future thing. If they specify what minimums the mechanic must know and be able to do to hold down a job, these requirements will change the whole curriculum for training. If they define levels, it means more re-organized curricula. The same thing can happen in many other occupations.

16. Vocational education not only has a role to play in the education of every child, it is one of the soundest and most fundamental of the so-called fundamentals. We are going to have to take the general educator by the hand, and say to him, this is vocational education. Our ability to bring a young boy or girl into maturity, through occupational training, is unquestionable.

17. Within the next seven years there will be somewhere around 7½ billion dollars of a forty billion dollar budget for education, if you count state and local money. The direction of this program is in your hands. This is not a federal program. Education is a state function, it is a state right. We are there to help you develop leadership at the state and local levels.

18. We have a thrilling opportunity, a chance to bring relevance to public education, to help boys and girls, young men and women of this country develop a richer and more satisfying life through vocational education.

## II. PANEL DISCUSSION

Panel Members: Melvin L. Barlow, Howard A. Campion, Samuel L. Fick, Richard S. Nelson, Patrick J. Weagraff

- The definition of a metropolitan area must be made by the people who will work with it.
- Care must be taken when we establish what we mean by a metropolitan area because of the differences of the various sub-areas within and adjacent to it. The keynote must be mobility.
- In terms of the outcomes being compatible, we must learn to pull together, not in spite of, but because of these very differences.
- In a study of five large cities, it was discovered that the people responsible for vocational education did not know the total scope of the vocational education offerings in their own areas. With one exception, no records were kept of the available occupational training in their own metropolitan areas.
- One change is the granting of more money, but probably the most rapid changes are in the implementations, new tactics, variations, and adaptations of new methods and techniques.
- New relationships with other types of institutions and agencies are increasing with a co-partnership concept involving public education with the communities. These fill a critical void in education.
- We see all around us that some of the old traditional hard lines are softening and becoming smaller barriers to change.
- Changes are needed. The right change, at the right time, in the right way, and at the right speed requires effective decision-making which involves a new approach.
- Why do we spend so much of our time and effort defending and perpetuating the "old" when there is such a crying need for the "new"?

- Optimism isn't enough. We need hop-to-it-ism.

## III. LUNCHEON MEETING

Master of Ceremonies: Allison McNay, Coordinator of School & College Relations for Standard Oil Co.
Chairman, California State Advisory Council on Vocational Education

Speaker: Wesley P. Smith, Director, Vocational Education
California State Department of Education

"Vocational Education in the Metropolitan Areas"

- We should be concerned about what we don't know: the real needs of thousands yet unserved, or even their true number, inadequate knowledge of employment needs, the exact nature and number of existing programs, their services, their capabilities, other programs in public or private schools, in business and in industry.

- If we were to guess at what our greatest problem or need is, it is the lack of working knowledge of the universe we serve. The continuation of this situation will forever preclude the accomplishment we seek.

- Traditional efforts alone will not produce the results we seek and that are so crucially needed.

- We cannot depend on:

    1. A central location or facility;

    2. Traditional capabilities or attitudes of staff;

    3. Traditional methods of communication with staff;

    4. Traditional methods of communication with the community;

    5. Clients coming to us voluntarily;

    6. Expanded or great capability only;

    7. Traditional curriculum regardless of past success;

8. Traditional evaluations or measurements;

9. Traditional methods of job placement;

10. Fragmented organization or approach to subject matter.

This list can easily be doubled.

- Our task is to accept tested practices as successful for many but not for all; then to accept the need to discover, invent, perfect, try out, and to implement an entire series of additives that will give us the performance we seek. Such additives are the following: outreach efforts, staff integration, decentralized facilities, individual learning approaches, earlier introduction to vocational education, teacher aides, community recruitment aides, recognition (student-teacher proficiency), transportation, part-time employment, tutorial services, curriculum re-design, continual enrollment, contracted instruction, etc.

- There exists no given model for our use anywhere in the world or anywhere in the past. Be increasingly inventive. If recent experience tells us anything, it is that the flexible, unstructured approach has a very real promise.

- As strategies are developed, one need looms very high. That is an honest commitment by the school district, as represented by the superintendent and the board, to the intent of the program. Without this ingredient we might as well pass the baton to others, and with only a superficial commitment the gaps between service and need will never be closed.

- Few are willing to accept responsibility for occupational preparation.

- The district plan for vocational education is the single, most crucial, and most productive device to make vocational education available to all persons, of all ages, in all places.

- The Vocational Education Act of 1968 is twice as great as 1963.

- No longer do we have the excuse of newness or suddenness.

- Public school vocational education is the keystone in this nation's manpower development and delivery system.

We could say that this keystone is mainly in the large metropolitan public school districts. That is where the numbers are and that is where the need is.

- In our attack in this battle arena we might be easily distracted. I suggest an organizational apparatus to guarantee maintenance of continuous pressure, emphasis, and attention on vocational education in metropolitan areas. This must be unilateral, but with combined effort at the Federal, State, County, and District levels.

## IV. AFTERNOON GENERAL ASSEMBLY

Discussion Groups' Reports- Four questions were discussed in each of nine groups.

Question 1.

What constitutes a vocational education program for a metropolitan area? How will it differ from one conducted in smaller towns, cities and rural areas?

- The metropolitan area must be concerned with a wider range of occupational fields, must provide more extensive and more specialized facilities, and must include consideration of all agencies and systems that will contribute to the occupational adjustment of all the people of the area. Special attention must be given to the underprivileged groups, the ghetto areas, and to students who have not adjusted to the program of the regular secondary school.

- There must be a continuity of career programs beginning early in the elementary and junior high schools and continuing through the senior high schools, the junior colleges, the adult education programs, and through special vocational schools.

- The large cities can and should provide more specialized coordination and supervisory services than can be afforded in smaller cities. The metropolitan area can also provide more short term courses and more flexibility in programming. It is also possible to make use of facilities in business and industrial establishments and provide for innovation in career counseling and student recruitment.

- Where a metropolitan area is made up of several independent school districts, it will be difficult to achieve effective administrative coordination without assistance from a larger administrative unit such as the State Department of Education, or the County Superintendent of Schools (where that exists or applies to this problem), or through some other overall legal or voluntary coordinating agency. Such area agencies have been developed in Texas and are in the process of being developed in California and a few other states.

- There is considerable mobility of the population in the United States and especially in the areas of population density. Consideration of this fact should permit a wider spectrum of career opportunities in the large city schools, as their placement market embodies the entire metropolitan area and even beyond. The individual living in a metropolitan area will most likely find placement opportunities within his own community, but for some persons "the star which they will follow" may take them farther afield.
- A continual survey of the manpower needs of the employers within the area is imperative! This is not a "one shot" study, but must be a continuing review and reevaluation as the needs shift and the market for skills and knowledge changes.
- The large school system of a metropolitan area must be more sensitive to a wider range of needs, problems, and opportunities than the smaller communities. They must be ready and willing to use a wider range of training opportunities--such as private schools, in-plant schools, cooperative use of specialized facilities, and they must make use of parallel or substitute systems.

Question 2.

How can vocational education best reach and serve the underprivileged, unemployed, and underemployed in metropolitan areas?

- The first need is for a better understanding of what "underprivileged" means. Is it the home environment, the economic level, or the general intelligence of the individual that makes him underprivileged? Is it his race, color, area of residence, or his associates? This entire subject requires further research and definition, but we may generalize by saying that an underachiever is underprivileged. The cause of his underachievement is due to the fact that he has not been properly challenged by his school, his community, or his group to find a realistic goal. Once an individual is encouraged to establish a goal, the vocational system must find a way to that goal that will fit his abilities, his attitude, his available time, etc. This will mean that a variety of courses, methods, and programs must be available. The program of training must include continuous guidance, counseling, constant encouragement, a sense of relativity to the established goal, and it must culminate in an effective placement and follow-up program.

Question 3.

What responsibility should the metropolitan area vocational program assume for training of residents from smaller outlying communities?

- In states where the financial support of vocational programs depends in part upon local taxes on real property, it is unrealistic and politically impossible for the large city system to offer extensive services to outlying areas. One section group reported flatly, "The metropolitan area cannot and should not assume the responsibility for training in outlying areas." This is an extreme position and probably implies that any services rendered by the big city to areas beyond its tax base should be fully reimbursed from special federal and state funds.

- Some compromises have been suggested by members of the conference.

    -- Because of its greater resources in course development, supervision, etc. the big city could send a teacher to the small town or rural area with the understanding that state and federal funds would be available for coverage of any and all expense involved.

    -- It is possible to bus or provide other transportation for rural students to the facilities available in the metropolitan area. Here again financial aid should be available to the city system for such services.

    -- In a satellite community there may exist plant or shop facilities which could be contracted for under M.D.T.A. or other federally supported programs.

    -- The metropolitan area should make available to smaller communities the results of research done by the large district which would be impossible for the small community to carry out on its own limited resources.

-- The state should take the leadership in recognizing and establishing labor market areas, which might include several school districts, that have common needs and common career opportunities. For such a combination of districts, the state should finance an overall planning and coordinating agency that would make it possible to serve all the ends of all the people in the larger area.

-- An important step toward the answer to questions No. 3 and 4 may be found in the federal program known as CAMPS (Cooperative Area Manpower Planning System). While there has been some confusion regarding the authority and method of operation of CAMPS, a few communities have made effective use of this device with its federal sponsorship and limited provisions for financing.

Question 4.

In large metropolitan areas consisting of more than one school district, who should be responsible for overall planning?

- The discussion groups seemed to be unanimous in the opinion that no one district can accomplish this overall coordination. Local pride, community solidarity, the basis of tax revenue, and the protection of existing "empires" all militate against the success of leadership assumed by any one school district.

- Voluntary cooperation can make some contribution, but this will be limited without some state authority or outside financing. It is recommended that long-term planning should include an attack on this problem by the State Board of Vocational Education and the State Department of Education. Some states already have moved in this direction.

- An immediate attack on the problem by a voluntary coming together of vocational leaders with representatives of labor, management, employment services and social service agencies. Such a group cannot force its recommendations on the various school districts of the metropolitan area, but can have a healthy influence on such districts and their willingness to do group planning.

## V. PERIPATETIC REVIEW

Richard S. Nelson, Chief, Program Operations Unit, Vocational Education Section, California State Department of Education

- The reviewer is to react to the total activities of the day. He is to act as an S.O.B. (Swell Old Boy), a constructive critic, and a devil's advocate.
- Highlights of the day were:
  - -- Master planning for education must include human resources development as a responsibility of vocational educators.
  - -- Perhaps substitute systems of vocational education will assist in expanding the program.
  - -- The need for working knowledge of people who should be served by vocational education is urgent.
  - -- Public education is the keystone to our manpower delivery system.
- Observations:
  - -- Total participation is needed by all those attending the Institute.
  - -- No one has the answer to the problem of vocational education in the metropolitan areas.
  - -- The actors act, the participants participate.
- It is better to light a single candle than to curse the Edison Company.

Tuesday, April 14, 1970

## "NEW KINDS OF COMMUNITY INVOLVEMENT"

### I. MORNING GENERAL ASSEMBLY

Initiator: Ernest G. Kramer, Director of Vocational Education
State of Washington

- The community involvements referred to are those necessary for an effective vocational education program.
- We have, for more than six decades, been pointing with pride to the fact that one of the fundamental criteria is a functioning advisory committee.
- Why do we need to consider new kinds of involvement? Times have changed as shown by the following analysis:
    - -- The new legislation (1963) was people-oriented.
    - -- The more recent (1968) amendments made the people-oriented concept even more visible.
    - -- The absence of "ear-marking" for programs was not to eliminate expertise in disciplines but to re-locate the focus, people should not be subservient to programs.
    - -- Programs should serve the people's needs.
    - -- The need for specialization still exists but it relates primarily to people.
    - -- Change, some say, threatens cherished orthodoxy, traditions, and assumptions. Sacred cows make good hamburger.
    - -- The strategy needs to change but we should not abandon the advisory committee. Re-orient it.

  - Vocational education should be available to all: a percentage on the order of three-fourths of the total population.

- We need new kinds of involvement because now, more than ever before, we are concerned virtually with everybody.

- What does the term "community" mean? It means a variety of things to a variety of individuals.

- Unless we take some steps toward standardizing responses we may well have a pot-pourri of mental machinations that will complicate our communication network.

- The community is defined as the public or society.

- It is implied that the community is a "universe" rather than a narrower, more limited, concept.

- You might say this includes everything. Stop and consider for a moment. If our concern has to do with the appropriate amount of involvement in our culture that is essential for proper education stability, can we settle for anything less?

- The "universe" of our concern is made up of a number of sub-universes.

  - For example: the sub-universe of the profession of education. Within it there are sub-groups of: academic community, vocational education community, English teacher's community, math teachers, high school teachers, junior college teachers, elementary school teachers; there are any number of varieties of groups.

  - Other examples are: the community of the lay public, business, industry, special interest groups, etc.

  - Some combinations cut across all groups: fraternal groups, political groups, and religions.

  - There is an endless kaleidoscope of groupings and sub-groupings. The community "universe" is very complex.

- We have direct or indirect involvement with all of the groups and sub-groups. To capitalize upon these involvements we need to work with each group in terms of its individuality.

- We need a "market analysis" for our involvement effort.

- Next is the process of involvement, how does it take place? For example, some involvements are direct, solving a specific problem such as determining need for a program, developing a curriculum, or whatever, The advisory committee has been a principal vehicle. It is not the only method.

- We must do more than just contact the community to solve a problem. We must encourage the establishment of involvements on other bases than our own problem solvings, on terms other than ours.

- This has the implication of involvement in a broader sense than simply directly related to vocational education problems. We may well serve our cause best by accepting the concept that a more selfless involvement may yield more in the long run; the truly selfish concern is a selfless one.

- We should define and identify the various parts of our "universe" of communities, then we should consider the many ways of involvement with them. Having done these two things, we should put together a long-term plan of involvement that provides for immediate impact, long-term accomplishment, and continuously conduct it.

## II. MORNING DISCUSSION GROUPS

### Discussion Groups' Reports

Question 1.

What devices have been found valuable in securing involvement by the various community groups (i.e., Black, Mexican-American, labor, youth) in vocational education programs?

- In making a determination as to the desired results in making community contacts it becomes necessary to establish goals such as:

  -- Setting priorities with limitations which make the project possible.

-- Deciding on group or groups to be reached.

-- Determining the method of selection of those who will be representative.

- Devices which can be used in making community contact include representative advisory committees. These committees will have some of the following characteristics:

  -- Some will involve youth on the committee.

  -- The task of the committee will be representative of the group to be served.

  -- Occasionally a standing committee with smaller ad hoc committees will serve a useful purpose.

  -- The composition of the committees will depend upon the job to be done, such as blacks working with blacks, and interracial committees (deliberately mixing groups when involved in the total planning area).

  -- General committees will be selected from broad occupational areas.

- Some techniques which have proven valuable in involving committee groups in addition to the use of advisory committees include:

  -- Including leaders from ethnic groups on planning committees.

  -- Invite business and labor groups in to talk to counselors.

  -- Invite successful graduates to relate their experiences.

  -- Miscellaneous devices which have proven successful include:

Mobile classrooms
Coop-work experience
Team teaching
ETV
Tours
Bus-Ed day
Industrial fair
Youth groups
Public Action groups
State employment representative in school
Orientation to world of work
Minority counselors
Vista program
Job Fair
Peace Corps
Lease instruction
Job development
Contests
Hire Public Relations firm
Mail school paper to organizations
Position of leadership in Urban League & others
Publicizing placement
Neighborhood groups
Counseling
Tutoring (peer)
Minority instructors
Minority interpreters
Career days
Vista volunteers

Question 2.

Are there any guiding principles which should be observed in working with community groups? If so, what are the important "Do's" and "Don'ts"?

- There are many guiding principles which are important in working with community groups. A limited number are listed as outstanding examples.

  -- Important "Do's":

  Listen a lot
  Identify the real leaders
  Understand their culture
  Be flexible
  Ask for opinions
  State clear objectives
  Use their language
  Follow their recommendations
  Establish good communications
  Give them assurance of success
  Have adequate counseling
  Involve all school faculty in project
  Be honest with group
  Give a commitment to recommendations
  Use caution when attempting to affect change
  Know the group
  Start at the top
  Be a part of the group
  Explain legal restrictions
  Establish alternatives
  Keep *Ad Hoc* committees small
  Establish guidelines

-- Important "Don'ts":

Use terms such as "you people" or "those people"
Seek advice if not willing to take it
Set up paper committees
Overwork advisory committees
Use the missionary attitude
Keep same committee members year after year
Let the committee get bogged down
Use the committee as a rubber stamp
Let personal axes be ground
Evaluate the dissenters
Have blood enemies sitting side by side
Use an educator as the chairman

Question 3.

How can service and professional organizations, as well as lay groups, be encouraged to work with vocational programs? What can they do?

- A first step would seem to be the identification of these groups. Once identified, they should be approached so as to discover what possible help they might be able to supply that would be compatible with our goals and procedures.

- To encourage them to work with vocational programs is the concern of all vocational people in our schools. Some pertinent suggestions from the discussion groups are as follows:

  -- We need to develop the real belief that we need them.

  -- Let's ask them to help.

  -- Involve their members (some) in our advisory committees.

  -- Ask them for speakers for our classes and clubs.

  -- Ask them to judge our students' work at contests.

  -- Tell them what our objectives and activities are.

  -- Encourage vocational educators and students to join these organizations and get involved.

- -- Invite them to participate in Job Fairs and Career Days.
- -- Ask them for scholarships.
- -- Ask them about employment possibilities.
- -- Volunteer to speak to their membership.
- -- Don't give them "busy work," ask for help on real needs.
- -- Send public relations material to them.
- -- Invite them to come for a visit to the school.
- -- Recognize them by congratulations when they do anything that helps the program.
- -- Talk with them, not to them. Don't turn them off.
- -- Project a good image.
- -- Be receptive, even if you don't like the people in the group.
- -- Working "hand in hand" doesn't mean pulling them.
- -- Really communicate with all people and/or groups.

• Suggested activities for service and professional organizations:

- -- Sponsor youth groups.
- -- Organize a series of meetings emphasizing vocational education.
- -- Adopt a school.
- -- Education committees can be formed in their groups.
- -- Send speakers to schools.
- -- Provide judges for contests.

- -- Give awards for work.
- -- Give scholarships.
- -- Adopt individual vocational programs.
- -- Provide curriculum enrichment.
- -- Provide employment information.
- -- Help in requesting new programs can come from them.
- -- Use their action organization when compatible goals are recognized.
- -- Provide community action guidance for students.
- -- Give "Outstanding Citizen Awards" to students doing exemplary work with them.

## III. LUNCHEON MEETING

Speaker: Eldridge W. Reese, Education and Training, The Management Council

- We are called coast to coast to explain the program we developed in the Los Angeles area for "putting out the fires" that started in the Watts riots, what vocational education did in our scheme of things and how necessary it is to get the community involved.
- The first thing was to wire one hundred corporations, chairmen of the board, and explain the situation. Everyone of them started at the top, then the presidents, and down the line to personnel people. We got community involvement.
- One of the first things we learned was to start at the top.
- We had a lot of difficulty getting everyone to see the problem.

- Some 1,200 companies joined the initial group and we formed a committee; the employment committee of the Management Council, which is the action arm.

- Let's find experts; first ones chosen were from the Adult Vocational Education field, Dr. William Johnson of Los Angeles, and other organizations to see what we could do to get industry more closely identified with the designs of Vocational Adult Education.

- We found a lot of blacks and Mexican-Americans were roaming the streets with high degrees of skill but industry was not giving them a chance. We asked industry to give them a chance. Not to lower standards, but to give them a chance regardless of race, creed, or color.

- I guess industry trained almost 18,000 of them but when we got into that "hard core" we were really turning to Adult and Vocational Education.

- We, the National Alliance of Businessmen, had to have the training institutions to train the people and you were the ones that responded. All of you have the key to the answer to this whole problem, Vocational Education.

- You've got to think more of yourself in order to do the job correctly. You've got the answers. It's a question of the nature of the work and getting the community involved in it so you can get a handhold on this thing and go to work with it.

- We work entirely through established institutions. We have no power.

- You've got to get the connections in the community.

- You've got to get the community involved.

- There's got to be an effort made by both industry and yourselves to make this thing work.

- Industry is a difficult thing to keep moving. They are busy fighting many things so they have to be wooed; they are not going to woo the educators. You'll find them susceptible, every man likes to be asked for his advice and help; not money.

- School adoptions are not the right way to do it. Industry is not going to adopt things. They start backing away from it. You should go in there with an idea of giving them the answers which Vocational Education can give them.

- I will talk briefly about advisory councils of different kinds. You can't have apples, oranges, peanuts, and bananas in an advisory council. We've tried to steer advisory councils along different ways. We've tried not to get the technicians involved with the personnel people more than the community people. They each speak different languages; they are all necessary, though.

- We have a unification, then, of the general idea of community involvement. But we keep them very definitely separated from each other; if you get industry involved in the "cat and dog" fighting of the community, industry goes off into one corner feeling hurt, and they don't show up again.

- We have our own advisory council meetings of technicians and industry, personnel people and industry, and community advisors and industry. It's important that you don't have mixed groups in the "advisory council." We bear just as much support from one as the other.

- It can be a very dangerous thing if you're not careful and ignore some of these facets. It's like asking which leg of a chair is the most important. All four are important in making it stand up, but what if you put all four in the same corner???

- In facing common problems, you've got a better community involvement than by just having one advisory council.

- Educational councils, most of them formed during the Sputnik times, (I hope nothing I'm saying inspires anyone to drop them) are wonderful and marvelous, as far as science goes. They're putting people on the moon and we're not even putting people on jobs, and that is what vocational education was primarily designed for.

- We have a lower level. We're working hard to get the industry-education councils to lower their sights a little and raise ours, trying to get together and have more unification.

- The idea of unification of funds (everything comes down to money sooner or later) is something for which the answer has to be found as far as educators of vocational education groups are concerned. Reference made to San Jose Unified School District (six different ones) joined together with the funds; involving nineteen high schools with specialized training programs to which students are bussed.

- I notice one weakness. In the junior college area they have not been as aggressive in adult and vocational education as adult schools have been. This will gradually be changed. They have called on us for some help to adopt some of the programs and plans we developed for the Los Angeles area with the adult school system where we've been effective in getting people jobs and getting to work. Frankly, it isn't going too well for the junior colleges.

- We don't care who trains who for what just so that they train people for jobs.

- Thank the Lord that you've got the right men at the top level, the university, that work closely with us. Some time ago we started on a program of getting the whole vocational teacher training staff on a level felt to be most productive, as far as we were concerned, and we found out that Dr. Barlow was way ahead of us, had the thing all thought out and was running with it. It was a great joy to us to find this at the university level.

- You've got all the pieces, all the angles, and a tremendous field. The people most in demand of anybody in the world are the educators. To solve this problem, this social problem, there's nothing going to do it but vocational education.

- Industry is vitally necessary for this program but they're tricky, you can't depend on them, you've got to go at them. When you do, and get their advice, get them wooing you and you wooing them, they respond beautifully. We're a catalyst to get people together.

- The problem is here now and it's one of the most tremendous and highly complex ones that I've ever seen.

- We're trying our level best to bring you a message because we think you've got the answer; the key. If you can get communities together with your vocational education, you'll build another nation, otherwise there might not even be a country for them (your children) to grow up in if you don't take a hand.

Questions and Answers following speech

Question: What are some of the techniques used to either extend or create jobs? Perhaps we are already training everyone that's available and we have trained some two or three times. If there are not enough jobs, their training is for naught.

- I polled 167 companies in the Los Angeles area and I gave them 26 job descriptions. I asked them, "In the next 6, 12, 18 months, how many people will you hire in these 26 jobs?" Then I turned to the schools and asked about training for these 26 different jobs.

- I had to go to the trainees and found no connection at all with the job's requirements. You must find out what the job requirements are before training programs are started.

- There is a disparity between what the schools are teaching and what these 167 companies are begging to pay people for.

- You've got to get hooked in with these statistical people, either in industry, or with commerce, or with whatever agency you've got.

- Do not train people for jobs that do not exist.

Question: How do you see the recession or present economic conditions as hindering the type of thing you're talking about? How can we react when industry is laying off?

- It is a very serious situation right now because we are asking industry to take underprivileged people and train them when they are laying off people by the thousands.

- We are proud that industry is trying.

- Every once in a while you read about re-negotiating contracts. How can they foretell that the bottom will drop out of the sales? They have all these people they are committed to, by contract, and then they have to lay off people at the same time. No one has all the answers.

- Industry is doing their level best to rise above that very point, and you will be surprised to hear that we will exceed the demand set by the National Alliance of Businessmen for the hiring of disadvantaged people in the Los Angeles area who will receive training.

Question: How many trained at these centers are hired and stay?

- I attended a graduation the other day of 108. Every one went to work the next day at $145.00 a week.

- Every one of them will put enough money back into the gross national product to pay all the cost of training for the fourteen months. Plus over half a million dollars they've saved from welfare and the contributions in taxes.

- They will be taxpayers now instead of taxeaters. It's the only salvation of the country, and that's how biased I am about vocational education.

Question: Can you give us an indication of what it is you're doing?

- We have re-organized. Formerly we made most of our plans with the Department of Human Resources Development, now one of our activities is that we have attempted to communicate with industry and vocational education as to the demand in various vocational occupations in various metropolitan areas.

- The State has recently completed a manpower survey for California following techniques of the Bureau of Labor Statistics. We will be doing this for the larger metropolitan areas in California.

- There is still the problem of economic regression and the layoffs. Unemployment in Los Angeles reached 170,000. We have experienced workers unemployed at the same time we have people (the hard core) in training for various occupational fields.

- Legislation passed in California requires that we (our organization) spend 75% of all our funds in the economically disadvantaged areas.

- We have now opened new HRD centers, have hired a new classification called "job-agents" who work exclusively with the disadvantaged, and put them in training programs for up to eighteen months teaching them their jobs.

- This question of occupational training is the most difficult in the current situation. When you have experience and unemployment, I have my doubts.

## IV. AFTERNOON GENERAL ASSEMBLY

### Afternoon Discussion Groups' Reports

### Question 1.

Can the workstudy plan contribute to better understanding and support from the business and industry segment of the community?

- To the above question all groups said "yes" and then went on to qualify their various interpretations of the word "workstudy." Some referred to it as work experience and some called it co-operative. Because of the similarity of the contributions of each group we are taking the position that they are equivalent and this report is based upon this assumption.

- Employers who are actively involved will be supporters.
- Employers derive a better understanding of the various disadvantaged groups.
- Planned and systematic procedures working together contribute to a better understanding between industry and the schools.
- Business and industry can identify with the program. "That's my program."
- Curriculum enrichment through the advice and counsel of industry produces a better understanding and support of the vocational programs.
- Proper coordination develops better communication.
- Industry involvement in the workstudy program tends to break down the belief that students don't understand the world of work.
- Employers who learn of the potentials of students being placed with them will be more tolerant of the adjustment or learning phase.
- Business and industry discover that the students can do the job.
- The student will serve as the link between the educator and industry.
- Industry will become more aware of and understanding of the problems faced by the schools which is caused by the wide range of differences among students.

Question 2.

As an administrator, how do you examine and judge the extent of community involvement in the vocational education program?

- Advisory committees are good sources of feedback as to community interest and involvement in the program.
- Analysis of student inquiries is an indirect source of information as to community involvement.

- Analysis of communication media demonstrates community involvement.
- Analysis of the public's response to public educational activities such as open house, trade fairs, and student contests assist in determining the community interest.
- Plan periodic and systematic surveys of the community.
- Analysis of the frequency and types of requests for programs and also the number and types of programs being offered as a result of such requests.
- Make an analysis of placement and follow-up records and the frequency of requests from industry for trained students.
- Recognize the awareness and support given by service organizations.
- Check the level of attendance of advisory committee memberships which are accepted.
- Become aware of the attitudes of committee members.
- Check voting record of the community on school taxes and tax overrides for education.
- Recognize the willingness of people from business and industry to be certified and teach evening classes.
- Stand on the street corner and ask people what programs are available.
- Don't always analyze the positive community responses but be alert to and analyze the negative.
- The absence of protest bears watching.
- Check the willingness of industry to furnish equipment, financial support, and information.
- Determine how effective the school is in bringing in and holding members of the hard core disadvantaged minority and ethnic groups.
- Examine how much support organized labor gives the school program.

Question 3.

What are the advantages and disadvantages in community involvement when developing vocational education programs?

- Advantages:
  - -- Aids in setting up student selection procedures
  - -- Aids in setting up staff selection procedures
  - -- Aids in curriculum development
  - -- Aids in facilities planning
  - -- Provides an opportunity for community involvement in program planning
  - -- Makes for a more relevant educational thrust
  - -- Programs are more readily accepted by the people who helped in planning them
  - -- Makes for better support by the community, administration, faculty, and students
  - -- Tends to gain community financial support
  - -- Support leads to a better balance of program offerings
  - -- The school has a better chance for success
  - -- Community involvement develops community awareness of the needs of vocational education
  - -- Community involvement establishes a vehicle for continuing public relations
  - -- Furnishes a source for new ideas
- Disadvantages:
  - -- Adequate involvement demands more staff and money

- The committee may tend to support narrow interest and goals
- Jurisdictional disputes among committee members may arise
- You may not like what you hear
- Occasionally advisory committees try to administer
- Community involvement tends to slow down many programs
- Can get involved in political affairs

- Other points:
  - Vocational education must support other education programs
  - Communication is a major requisite for involvement
  - The general educator may become interested in Vocational Education through:
    a. Use of general educator on the advisory committee

    b. Indicating the vocational implications in academic areas

    c. Have the general educators take jobs in industry during vacation

## V. PERIPATETIC REVIEW

James O. Plusch, Director, Occupational Preparation, Long Beach
Unified Schools

- During one of the general assembly sessions yesterday, Dr. Campion, in his role as Topic Consultant, referred briefly to the use of the term COORDINATION in connection with ADMINISTRATION. Time did not permit him to elaborate on the important relationship which exists between these two terms as they appear in the title of this institute.

- Today we hear a lot about the CONGENERIC CONGLOMMERATES which large industries create when they become still larger through mergers.

- Often, educators overlook the fact that many educational systems are congeneric conglommerates in their own right, with their many divisions. Industrial Education in itself often becomes a sizeable enterprise in larger school systems by virtue of bringing together under one umbrella such hitherto unrelated components as: Vocational Guidance, Work Experience Education, Vocational Education Research, Agriculture, Office and Distributive Occupations, Health, Trade and Industrial Occupations, Technical Occupations, Home Economics, and Industrial Arts Education.

- When management is confronted with operating a large business or industrial enterprise in a smooth fashion, the techniques of coordination serve as the vital lubricant which makes it possible.

- Ordway Teod, a national authority on effective administrative procedures, describes the role of coordination in administration in the following way:

  > As organizations increase in arithmetic size, their difficulties of administrative cohesion grow in geometric proportion. For as size increases, the inevitable functional divisions become larger and more separated both geographically and in points of view about the results desired and how to get them.... The term 'coordination' will here identify (the) vital function and process of strengthening necessary interrelationships. Coordination has to do with the administrative effort to help formulate, adopt, transmit, give effort to, interpret and oversee the policies of the organization.... The ramifications of this effort require deliberate attention to the flow of communication and agreement DOWN AND UP AND ACROSS in the organization.

- If you want to read more on this subject, you may refer to Chapter 12 in Ordway Teod's interesting and informative book entitled The Art of Administration. The title of Chapter twelve which I referred to as a basis for my remarks, is ADMINISTRATION FOR COORDINATION.

- Community Groups, identified by workshop participants, fall primarily into five categories which are as follows:

  - Employee or Labor Oriented Groups
  - Community Groups of a Broad General Nature
  - Management or Employer Oriented Groups
  - Government Agencies
  - Community Groups of a Special Nature

- More than forty groups were cited as objects for community involvement:

  - Community Groups of a General Nature

    Community Action Projects (CAP Agencies)
    Local Commissions of Economic Opportunity (OEO)
    Community Improvement Leagues (above are usually ethnic group oriented)
    Mayor's Conference on Community Improvement
    Urban League
    Congress for Community Progress
    Urban Coalitions
    Parent-Teacher Associations
    Citizen's Committees of all types (Usually special problem oriented)
    Rehabilitation Groups
      a. Salvation Army
      b. Goodwill Industries
    Model Cities Coordinating Committees
    Community Commandos (A group of ex-convicts in NYC that go into the ghetto to recruit dropouts, etc.)

  - Management or Employer Oriented Groups

    Local Chambers of Commerce
    State Chambers of Commerce
    Better Business Bureaus
    Merchants and Manufacturers Associations
    Industry-Education Councils
    Dozens of Service Clubs
      a. Rotary
      b. Lions
      c. Kiwanis
      d. Exchange Club
      e. Sertoma
      f. 20-30 Club, etc.
    National Alliance of Businessmen (NAB)
    The Grange, in rural areas
    Convert Fairs for H.S. and J.C. students

- Employee (Labor) Oriented Community Groups

  Labor Unions (AFL/CIO)
  Independent Employee Unions
  County Labor Federations
  State Labor Federations
  Building and Construction Trades Councils
  Central Labor Councils
  Industry Training Trusts
  Government Employee Groups
    a. Municipal
    b. County
    c. State
    d. Federal

- Government Agencies

  Civil Service Commissions at all levels
  Human Resources Development Agencies
  State Departments of Industrial Relations
  State Departments of Industrial Welfare
  State Departments (or Bureau) of Social Welfare
  U.S. Department of Labor
  Penal Boards or Commissions
    a. Federal
    b. State

- Community Groups of a Special Nature

  Ministerial Unions
  Cooperative Area Manpower Planning Committees (CAMPS)
  Volunteer's Clearing house
    This is a framework which enables the individual to become involved in a variety of community centered activities which should include vocational education.

- Pearls worth recasting:

  - Mr. Kramer urged us to "get more irons in the fire" in terms of community involvement. We must identify both the formal and informal groups in the community. Devise the best means to involve each group in relation to what they can contribute.

  - Mr. Reese told us to start at the top with each group. Seek out the experts and enlist their aid. Industry is willing to be wooed - they like to be asked what they think. Don't train people for jobs that don't exist - this was prefixed by FOR HEAVEN'S SAKE. Use your community resources to pilot a course through the rough waters of vocational education.

Wednesday, April 15, 1970

## "ADMINISTRATIVE ORGANIZATIONS FOR VOCATIONAL EDUCATION - A NEW RATIONALE FOR METROPOLITAN AREAS"

### I. MORNING GENERAL ASSEMBLY

Speaker: Otto P. Legg, Senior Program Officer, Division of Vocational-Technical Education, U.S. Office of Education

Topic: Program Planning - A Support to the Administrator

- Education plays a major role in the achievement of local, state, and national objectives. Strong relationships exist between education and economic growth, poverty, and domestic tranquility.

- Occupational education must be increased if not juxtaposed with the academic preparation.

- Planning in education has been, and to a great extent still is, planning, programming, and budgeting with some implemental changes from year to year. We get some new resources: add a teacher, a classroom, some facilities. We call this planning. This is not to say that this is not terrifically important, it is.

- If we're to capture more of the educational efforts, we have to make some changes. We have been subject and goal oriented, with some additives we can make education more useful.

- Planners can give latitude to decision-makers. They can add some skills, add a lot of support, can fashion objectives, and turn this thing around to be out-put oriented.

- One of our big problems is that we have been effective but not efficient. Effectiveness is doing the right thing. Efficiency is doing the right thing well.

- It may not be within your present scope to choose these priorities, but if planning is carried out on a long-range basis and based on factual data with alternatives, I think you can bring this about.

- It's hard to tell just where the planning function is lodged. A plan has to be put forward by someone, to someone in a different shape than prior to this time. This is where we get into the idea of the development of missions, goals, objectives, and the analysis to support them.

- Our competition is in other areas of education, health, welfare, defense, and transportation. The system is being employed by all the other groups and it's up to us to get this system. A basic information and data system; this is essential to operate this type of activity. This sets the stage for what we're trying to do. What are the alternate ways of doing it? How effective are they? What would be the cost? Have material ready for the decision-makers.

- Those who have some research training are proving to be pretty effective in the making of analyses. They make problem statements, gather up background data, work out procedures, work out alternatives, and present these in a manner that is acceptable to the decision-maker.

- We have been talking about alternatives. Until these are written down with length of time, cost, and all the other things related, you really don't have a plan.

- Analyses of these alternatives are necessary. What's happened before? What was the effect? What was the cost? We have done a good job in planning the inputs, but we haven't done well in accounting for the outputs, we haven't done the analyses expected.

- We had a couple of instances cited on cost benefits. Mr. Reese illustrated the cost benefit model, apply some resources, get people into work and you save so much on the welfare side. Another was cited, Alternative to a Decadent Society? Students enrolled in one program, federal, state, and local costs were $300,000 for the program. During the next year the students earned $5,000,000. They payed income taxes alone of $350,000, this was $50,000 more than the original investment. This is the type of analysis we're going to have to come up with.

- We're going to have to show what is being done, how it's being done, and what benefits there will be in continuing this type of activity.

- We want to be an aid to the decision-maker, present plans that are useful, develop those who can do analysis, become output oriented; these are essential additives to what's being done.

Initiator: Richard S. Nelson, Chief, Program Operations Unit,
Vocational Education Section
California State Department of Education

- The most rigorous and time consuming effort is that of program analysis:
  - -- Program Analysis:
    - a. Identifies needs
    - b. Details performance objectives
    - c. Identifies constraints
    - d. Prepares sequential flow chart of major functions
  - -- Functional Analysis

    Determines what jobs must be done to accomplish performance objectives.
  - -- Task Analysis

    Further breakdowns of each job into tasks that specify how each sub-function will be accomplished.
  - -- Method-Means Analysis:

    Identifies alternative methods and/or means by which the task and consequently the entire mission can be accomplished.
- Three distinct dimensions of inquiry inherent in this process:
  - -- To what extent can it be demonstrated that the goals and performance objectives of the vocational education system are relevant to the persistent and compelling social, cultural, and economic problems of the state, region, and nation?
  - -- Given relevant goals and performance objectives to pursue, to what extent can it be demonstrated that these goals and objectives

are in fact being achieved by the system, both short and long term?

-- To what extent can it be demonstrated that the system is efficient, while achieving its goals?

    a. To what extent are resources used optimumly?
    b. To what extent are individuals benefiting from the system's programs, services, activities, and organization?

- Modern management attempts to adapt the behavioral sciences and a system approach in achieving its goals.

- New techniques used in reaching objectives are related to system-wide rather than departmental orientation.

- Emphasis is not focused upon the formal component of organizational control but is directed in bringing together the relationships between functions and activities that culminate in achieving the objectives of a project or program.

- The Local Plan for Vocational Education should be described in terms of the functions of vocational education organized relative to the requirements and objectives set forth in the Vocational Education Amendments of 1968 (P.L. 90-576).

- The functions of vocational education are interdependent.

- The 12 functions of vocational education are:

    1. Population Needs Analysis
    2. Vocational Education Promotion
    3. Student Recruitment
    4. Guidance and Counseling
    5. Job Market Analysis
    6. Job Performance Requirements Analysis
    7. Program Planning
    8. Program Review
    9. Course/Resource Development/Improvement
    10. Vocational Instruction
    11. Placement
    12. Evaluation

- The vocational education movement in its earlier history provided a local administrative organization only in large communities, usually cities. The local administrator tended to concentrate on a single instructional area of vocational education such as trade and industrial education or business education. This practice is changing, and rightly so. With the rapid growth of vocational education programs, both in number and scope, and with the establishment of area or regional schools, the administrative organization for vocational education has become more complex and comprehensive.

- Modern management approaches can provide needed guidance to educators as they adjust their organizational structure to accommodate the changing NEEDS for education and achieving their established GOALS and PERFORMANCE OBJECTIVES. The major strength of management by objective is the opportunity to make alternative choices as the management activity progresses.

- Through the use of a system approach, PLANNING can be thoroughly analyzed; and an effective scheme of EVALUATION can be developed and implemented. Identification of major FUNCTIONS OF VOCATIONAL EDUCATION provides a mechanism which relates to NEED - GOALS - PERFORMANCE OBJECTIVES - EVALUATION - and ACCOUNTABILITY. The leadership for vocational education in the metropolitan areas must establish an organization structure that will accommodate the major functions of vocational education to assure that persons of all ages, in all communities, will have ready access to this phase of our nation's educational system.

## II. MORNING DISCUSSION GROUPS

### Discussion Groups' Reports

Question 1.

What are some of the problems inherent in metropolitan school district organization which tend to preclude new and innovative approaches to the administration of vocational education?

- Traditional pattern of organization.
- Organization change as a threat to personal security.
- Lack of coordination of the total vocational program.
- Lack of administrative support and encouragement of innovative and experimental programs.

- Lack of in-service training programs for school administration and staff.
- Unproven claim that the change will cost more money.
- Poor funding of innovative programs-timing priorities.
- Lack of support from education personnel.
- Lack of community and parental support.
- Increase in institutional autonomy.
- Lack of clear-cut planning.
- Time required to accomplish innovation.
- "Let George do it."
- Tenure laws.
- Conflicting community objectives.
- Legislative dictates.
- Local administrative practices and policies.
- Resistance to change.
- Extensive staff training required.
- Resistance of the "establishment."
- Lack of commitment to vocational education.
- Complexity of organization required for innovative approaches to administration.
- Lack of recognition of the needs of the total population.
- Lack of long range plans and priorities.
- Difficulty of moving students across district boundaries to reach innovative programs not available in their own district.
- Insufficient analysis of purposes, goals, and resources required of a proposed innovative program (fuzzy planning and proposals).

- Certification requirements of the State Department of Education are often restrictive to new approaches.

- Innovative programs will require the understanding of the many components of a community and it is often difficult (or illegal) to use public funds for public relations activities.

- Tax payers are disenchanted with the expenditure of tax funds for something that might be labeled "frills" or "experiments."

Question 2.

Should vocational education programs in metropolitan areas be separated into units each having its own supervisor and all units being responsible to an overall director or should planning functions be separated from the development and supervision of programs? Should curriculum development be placed in a separate section from the operational units?

- No. We have suffered from separation too long. Planning and interdisciplinary approaches plus administrative coordination are necessary ingredients towards a total education of students.

- Yes, if local accountability and responsibility are outlined and a proper relationship to higher echelons is established.

- Planning should be locked in with development and supervision of programs. Accountability should be to one person with overall knowledge of the area of vocational education.

- Planning should be on a large, comprehensive scale completely within a master plan that allows cooperation between all units.

- The real challenge and need is to provide specialized supervision - not general.

- We do not advocate getting rid of directors of the various areas.

- Have a director rather than little empires spinning off.

- Keep the curriculum development as close to the students as possible.

- Centralized direction enhances coordination.

- Responsibility, planning, supervision, and operation must not be separated. All in one structure.
- The planning functions should not be separated from the vital functions of development and supervision.
- The group found themselves "hung-up" on terminology. The question/s grouped this way are impossible to answer.
- There should be a director of vocational curriculum, with a staff in multi-school districts, and they should operate in conjunction with the person who has the ultimate responsibility for decisions on operations.
- The director of vocational curriculum should have the security of having retired once.

Question 3.

What is the proper function of the State Board of Vocational Education and the State Department of Vocational Education in relation to the administration of vocational programs in metropolitan areas?

- Interpret the laws pertaining to the programs (State laws).
- Supply advice when asked; consultation.
- Assist in planning when asked; set building standards.
- Provide specialists for the various programs.
- Interpret federal policies, procedures, and interests.
- Supervise local plans for conformity to State plan and Federal plan.
- Provide leadership in all areas; guidelines.
- Gather data for transmission to the USOE.
- Coordination should start at the State level and go all the way down.
- Should develop suggested standards and set the example.
- Develop policies concerning vocational education.
- Delete outmoded standards, policies, procedures, etc. quickly.
- Encourage more relevant teacher training programs.

- Assist in procurement of Federal and private funds for vocational education programs.
- Assist in developing cooperative programs with business and industry.
- Lend support to local programs in any way possible.
- Make resource and research agencies more accessible.
- Provide added objectivity for evaluation.
- Become initiators of changes required; foster changes.
- Try to prevent wasteful duplication of programs.
- Provide sound regional planning.
- Disseminate curriculum materials and media development information.
- Develop models of system analysis.
- Act as arbitrator in disputes.
- Be aware of activities of other states and nations and analyze them for new ideas compatible with our needs.

## III. LUNCHEON MEETING

Speaker: C. F. McMenamy, Group Engineer, General Dynamics Corporation, Convair

- Cooperation of Business and Industry on one hand and the educational system on the other hand is imperative if we are going to solve the employment problems of the seventies.
- Have students in general education make studies of the local industries and prepare a report. Such a study will force them to become acquainted with what goes on in the employment community.
- These studies will also motivate the leaders in industry to take a greater interest in the educational program.
- The industries should be invited to provide speakers and teachers for the schools, to explain the occupations they represent.
- The industries can conduct seminars for:

- Teachers
- Counselors
- Students

- Industry is more interested in having the schools teach "how to learn" rather than teach a specific skill, because technology skills change and industry wants people who can grow.

- The Dictionary of Occupational Titles has served as a good guide to an inventory of available jobs as well as an aid to education in establishing goals for curricula (and for students).

- Science Fairs have served an excellent purpose in bringing the results of industrial research to the teachers and students.

- Vocational education and general education should both continue throughout a person's active life. Changes in ideas are becoming as rapid and as dynamic as are changes in technological processes and devices, and an opportunity to advance in every occupational field depends upon the extent to which an individual keeps abreast of these changes. It is a joint responsibility of the schools and industry to challenge the individual to acquire new skills and expanded knowledge.

## IV. AFTERNOON GENERAL ASSEMBLY

Discussion Groups' Reports

Question 1.

How can the organizational pattern of vocational education be formed to take into consideration the various deterrents and still be efficient and effective?

- Develop means to identify deterrents.

- Set broad views that include all aspects of education.

- Include regional occupation centers for all groups.

- Employ in-depth planning and consideration of all groups.

- Emphasize functions before specifics.

- Provide for effective communication.
- Make the best possible use of all resources.
- Develop strong centralized programs.
- Take a multi-district, joint district, or regional approach.
- Use "blue-ribbon" committees to solve knotty problems.
- Coordinate and articulate programs.
- Have good behavioral objectives.
- Promote the development of skills through activity.
- Keep in touch with reality.
- Get career information into elementary curriculum.
- Develop techniques to promote and improve our image.
- Involve all possible groups in the community.
- Up-date goals and methods of accomplishing them.
- Communicate clarification of roles, duties, functions and responsibilities of all groups, institutions, etc.
- Implementation of devices to prevent duplications and omissions.
- Foster commitment to good vocational education for all people, all ages, in all communities.
- Provide for added support to each individual or group engaged in vocational education.
- Rotate certain busy administrators on a planned and systematic basis allowing time for self improvement.

Question 2.

How can the vocational organization in a metropolitan area achieve its best results within an educational system or organization hostile to specialized vocational training?

- Involve the hostile ones in common programs.
- Provide appropriate information.

- Support investigation of new teacher training goals.
- Proper use of in-service training and workshops.
- Identify causes of hostility and plan accordingly to eliminate them.
- Publicize the successful vocational programs.
- Avoid "separatist" attitudes and actions. Don't brag.
- Publish data on how people in U.S. earn their living.
- Involve as many groups in the community as possible.
- Give recognition to good education wherever you see it.
- Ask businessmen and industry for support and help.
- Participate in the activities of others.
- Pre-vocational orientation should be developed earlier (in elementary curriculum).
- Use public relations techniques to sell vocational education.
- Implement hiring of administrators sympathetic to our objectives.

Question 3.

What groups should be consulted when establishing vocational education in a metropolitan area?

- Human Resource units
- Youth organizations
- Business
- Industry
- Labor
- Chamber of Commerce
- Advisory Committees (all)
- State Board
- Health organizations
- Students
- Graduates
- Employment Security
- Minority Groups
- P.T.A.'s
- Para-professional groups
- Professional groups

- Teacher training institutions
- Ethnic groups
- Teacher organizations
- Consultants
- Prospective students
- Trade associations
- Service Clubs
- Church groups
- Neighborhood groups
- Apprenticeship councils
- Legislative groups
- Political groups

## V. PERIPATETIC REVIEW

Otto P. Legg, Senior Program Officer, Division of Vocational-Technical Education, U.S. Office of Education

- Even with the dedication represented by the group here, possessive attitudes need to be recognized and guarded against in communicating about vocational education. Statements such as "my program," "our vocational education program," and "my trade and industrial program" need to be dropped for such substitutes as "Occupational Programs for Students."

- There is a reluctance on the part of some important and effective vocational educators to involve industrial leaders at the highest levels to contribute their time and resources to aiding students and schools. The reluctance may stem from a lack of confidence in program worthiness or the fear of rejection. Regardless of the reasons and fears, representatives of the schools must take the initiative in involving industry.

- Rigidity of individual thinking was evident concerning the methods necessary to solve educational problems for students who could benefit from vocational education. This thinking traversed the entire range from ultra-liberal, in advocating that work was not necessary in a person's life; to that there was only one way to solve educational problems.

- Considerable flexibility was desired in regard to the use of funds in programming which was thought to be beyond the policies of the State.

- Coordination among and between all groups affecting the delivery of vocational programs was high on the lists of concerns. This included communication necessary between educators in the various occupational areas;

between vocational educators and general educators, or academic educators; and included business and industrial representatives.

- The proper sequencing of educational experience was a topic of considerable concern. It was considered desireable to find more adequate ways of developing needed curricula involving the existing people and resources in the educational systems.
- Promotion of vocational education should follow the theme of "how people earn their living" then chain logic and results of what is actually happening in the labor force and in education to the theme.
- It was quite evident that a full exploitation of program planning on what to do to and for students could take the frustration out of much of vocational education and move the program forward. Much of what was discussed would necessarily have to be included in alternatives under well thought out goals and objectives supported by available facts, figures, and research with accompanying strategies for implementation.
- A universally agreed upon requirement was that of placing the director of vocational education on the executive group of the local school agency so that better articulation could occur with other programs of education.

Thursday, April 16, 1970

## "FINANCING VOCATIONAL EDUCATION"

## I. MORNING GENERAL ASSEMBLY Panel Discussion

Chairman: Melvin L. Barlow, Institute Director, Director, Division of Vocational Education, University of California

Panel Members: C. Kent Bennion, Director, Adult, Vocational, and Library Programs, U.S. Regional Office of Education

Roland M. Boldt, Coordinator of Program Development, California State Department of Education

Erick L. Lindman, Professor, School of Education University of California, Los Angeles

James O. Plusch, Director of Occupational Preparation, Long Beach Unified Schools

- It is sometimes hard to remember that America was founded to avoid taxation; this year the average American will work two hours and 34 minutes of each eight hour day to meet his tax liability, eight minutes a day over last year. So, money is of considerable importance. I have some questions which I will direct to the panel and they will react to these questions.

### Question

What about flexibility in funding? What kind of freedom do you have on the local level?

- Not having a framework that enables us to get out money and spend it intelligently within a reasonable time is one of the great constraints that I am faced with at the local level. These millions of dollars on the horizon, and gradually, when the fiscal year is half gone, the money comes along. In addition to getting money late, many states have rules and regulations that will not let you spend your money right up to the end of the fiscal year.

Question.

What is a benefit cost? How does it fit into our whole financial structure?

- We hear a lot about cost benefit analysis. I think people recognize this as the epitomy of evaluation. I just don't see this in the immediate future, it is difficult to obtain, cost analysis is easy to come up with. Cost benefit analysis is looking at a lifetime. What effect does your program, that you're operating now, have on somebody twenty years from now? You don't come up with data like this rather easily.

Question.

Should we be concerned about this, though?

- I think we should, on a sample basis, with depth studies here and there, get some tangible results.

- We're not going to have a very valid appraisal of what various kinds of education are worth. We can assume that certain manpower needs have been established, and then consider alternate ways to meet those needs, avoiding the impossible question of what constitutes a benefit of this or that education to the person who receives it. Assume that we know manpower needs, then we consider alternate ways to provide those needs and provide the cost, and so, you could compare alternate costs of meeting manpower needs, finding the most efficient and effective way to do it.

Question.

Would you explain this problem of excess cost and incremental cost?

- I think it is the key to the solution of our basic problem of financing vocational education. The classification of the concept of excess cost and our effective use of that concept in program finance. It is important to distinguish between incremental cost and excess cost.

  -- Incremental cost:

  Second and third class mail is bearing the incremental cost for that service but is not sharing in the basic cost of the Post Office as an institution. With a Post Office system already established, what is the extra cost of handling second and third-class mail? In other words, the incremental cost. With schools already established, when you talk about Evening and Summer School programs, if you're looking for incremental costs, you want to know how much more it would cost to run an evening or summer program when you already have the building, staff, etc. You don't write off all of the institutional costs when you use an incremental approach. This, in industry, is sometimes called by-product accounting.

-- Excess cost:

We are trying to get the average cost per student in the average, let's say, normal or general education. Then we are trying to get the average cost per student in specialized education. If general education cost $500 per student, and the specialized education costs $800 per student, then the excess cost is $300 per student.
Excess cost, as we have conceived it, is perhaps more appropriate than incremental cost, as far as vocational education is concerned. Subtract the general cost from the specialized cost, but then, what do you subtract? Read your federal regulations carefully. They seem to say, the excess over the average costs of other students in the same institution, I see two ways to figure excess cost:

1. I think the way they think in California is very sound because that gives you a state that is financing the total vocational education program. Part of it through the foundation program and part of it through the excess cost allotment. So the state is then, in fact, financing the total program.

2. If you do it the other way local funds become involved in it.

Is it excess cost over the state supported program, or as excess cost of providing education for a student in that type of institution? What do you do when there is no established institution providing education beyond the twelfth grade? In other words, is the full amount then excess? Or, do we think of the state as providing education up to a certain grade level, and beyond that the state shares in vocational costs up to a certain grade level, and the federal government bearing the full cost beyond that? These questions are all tied up in the concept of excess cost.

Question.

Can excess cost be defined in different ways?

- I guess that's what I was saying. In a study of home economics we found fourteen different ways to define excess cost, out of which four seemed pretty reasonable, but this did not solve our problem.

Question.

From your experience as the Regional Representative of the U.S. Office of Education, how does the state determine where to put its money?

- Last year, to review new state plans, states were asked to explain the basis of where they put the money. Much of it depended on what they had been doing in the past, a tradition-type thing. Have the state take another look to examine their basic assumptions as to why they put it (money) where they do. What's the rationale? At this time we knew we had a new bill but did not know how much money was going into it. The states had to start notifying local districts to find out what they could plan for in fiscal 1970. In this problem area I think we need to look at the preamble to the federal vocational legislation, which says, we would like to see availability of vocational education to all states, all communities, and all people; this type of coverage. How is this reflected in your decisions? Do you allocate money on a per-capita basis? Do you look at what is there or do you look at what is needed? How do you determine the needs? How do we determine what should be utopia? We've asked the states to set some goals, objectives. Forty percent of all high school students should be in vocational education, etc. I don't have any pat answers. We feel that state and local educational agencies should examine this in the light of their educational objectives and what they are actually accomplishing to determine where they should go in this area.

Question.

How can we develop state and local procedures to effectively plan, encumber, or allocate funds when they are made available?

- I'd like to go back to this matter of cost benefit data, a factor that can be of tremendous value. Show the kinds of things we do to justify the expenditures. We need to look at how the lay public reacts to some of the success stories that we are all too prone to not dig out and publicize. Yesterday we cited a specific example in terms of income return to the community. I am concerned that you think that we'll have to wait years to dig this (type of) information out. I think, in a real technical sense, where everything would "jive" statistically, that you are right. I think that we can get a popularized kind of cost benefit data that will show that for every dollar spent we will get a return of many dollars to the economy.

Question.

What about the popular point that was mentioned the other day, where there was a $50,000 return to the state over and above all expenditures? Is this the kind of popular approach that has appeal? Is this effective, in your estimation?

- I think it is, any time you can show this type of picture, investing is benefiting some segment of society, no doubt that this is going to pay great rewards. But this isn't my understanding of a cost benefit analysis.

- No, but it does have this popular appeal and is very easy to understand.

- We've got to look at our whole culture as more than just a dollar and cents problem, more than just a dollar and cents return. Look, maybe, at the "public good," ecology, environment, that sort of thing. Some states, seeking industries, say, "We'll give you tax benefits, like no taxes;" that will bring in more people, there will be a bigger tax base. Is this really in the public good? Is this what we want to foster? This comes into cost benefit analysis.

Question.

We were talking about effective procedures when funds are made available. I'm sure Congress is somewhat embarrassed by the fact that it took them so long to indicate how much money we were going to have in vocational education this year. What happened yesterday, as far as the budget is concerned?

- The House passed the H.E.W. Education Bill for fiscal 1971. In rough figures, this would increase the amount available for Part B programs by $50 million, an additional $20 million in the Disadvantaged 102B, an additional $1.25 million in Work-Study, an additional $2.5 million in Consumer and Homemaking Part F, and an additional $4.5 million in Coop Part G, to bring the total to about an additional $78-79 million over the fiscal year 1970 budget. That is just the House Appropriation Bill. It still has to go to the Senate; we're still hoping there'll be some action on it early enough this year.

- The schedule I saw indicated the plan for having the budget fighting completed by May 1st. This would certainly be an unusual procedure as far as the last few years are concerned.

Question.

Coming back to the question of developing state budget procedures to effectively plan and encumber funds when they are made available, even though they may be made available late; do you want to react to this a little bit?

- I don't know if I have a solution to the problem. I think the obvious one is that Congress can get its procedures so that we will know, early in the spring, what we can expect. The other question is at the other end. To what extent can you make encumbrances on purchases, have deliveries, and pay for them at a later period of time? It depends upon accounting regulations of the different states. I don't think they're uniform. I don't know which is best; hopefully, the correction of the federal appropriation process will decrease the need for holding accounts open at the other end.

Question.

That would be preferrable, to extend the expenditures for a possible two years. It would make a lot of difference if we could do that. What is the trend there?

- The ESEA Bill has been approved and has now been extended. This came out as a compromise. There was an amendment added which would apply to all appropriations for education and would really make them two-year appropriations, comparable to what we have done in Part D, or the same as NDEA. If they (Congress) do this, it will answer part of the question raised here. There are still things the states and localities can do to get more uniformity and flexibility for themselves.

Question.

What recommendations would you make to establish a federal support cost to vocational education in a local school district on an excess cost basis? Any member want to react to this?

- We have to find a valid index for excess costs. This is a grey area in many states. When our respective state fiscal structures give us a framework that enables us to identify what vocational education really costs, we'd be able to read out the true costs of vocational education in relation to the true cost of education in general; then we can establish a definite excess cost factor.
- Basic public school accounting systems are not established to do this program accounting. Two factors, class size and special equipment, each with a factor established to get constants may be possible. Can labs and shops be classified into say five types, each with their own cost factors per pupil? If these can be classified, standardization may be possible. We may be able to develop a method using the two factors and the classification with the average cost per pupil that could give us some corrections. We may develop a method related to the instructional activity rather than by special programs. The answer depends on the interpretation of excess cost, the system used to arrive at excess cost, and the use of it, plus the percentage of excess cost paid. There are many ways.
- I don't know the answer to the question, but I do know that federal funds are about 10% of the cost of vocational education, local and state funds are 90%.
- The determination of excess cost varies within a state because of the differences in methods of reporting, the use of facts.

## II. MORNING DISCUSSION GROUPS

Discussion Groups' Reports

Question 1.

Should the vocational program be tailored to fit the funds available, or should the ideal program be designed for a given metropolitan area and the funds be obtained as needed?

- Vocational programs should be designed to fit the needs of students being served or on the basis of the training needed. Funding should then be obtained to accomplish the program objectives.

- In the past we have often tried to fit programs to funds available and this in most cases tended to water down or delimit the program objectives. If we waited for funds we might never move along. We are often guilty of adding on to existing programs rather than looking at our programs and throwing out the dead wood and replacing funds where they could best be used or put them into new needed programs. Suggested procedures include the following steps:

  -- Set a long range objective.

  -- Providing sufficient funds are not available to reach the long range objectives, the program should not be compromised. Whatever is done, do it well.

  -- Determine the best program to meet the objectives.

  -- Obtain the funds necessary to complete the program through the following sources:

    a. Local
    b. State
    c. Federal
    d. Private and other outside agencies

- One group felt that a two year funding program would allow better use of the funds, less operational confusion, permit program growth, and assure summer school classes. As a group, they felt that such a financial plan should be encouraged.

Question 2.

How can local administrators keep themselves and members of their staff informed about sources of financial grants and other aid?

- Have a person employed by the local district or a special division to search out and obtain financial grants and assistance.

- Have, at the state level, a person or a division with the responsibility of notifying local educational administrators of the various funding sources available.

- Provide a statewide publication on the various funds available.

- Have a close working relationship with university research people and other university people who can help in obtaining special grants.

- The United States Office of Education and other Federal agencies, as well as State Education, should publish and provide information concerning various possibilities regarding funding.

- The State Office of Vocational Education could develop a procedure for requesting funds and grants and make it available to local school administrators.

- Employ private professional personnel to keep the schools informed as to available funds.

Question 3.

a. Should all vocational education be separately financed by the federal, state, and local governments?

b. Should all vocational education (i.e., WIN, MDTA) be financed under one umbrella type of grant?

Answers to a:

- Categorical funding is still needed for vocational programs. If funding is provided on a general base, vocational programs would be overlooked or decreased because of the added costs for them. Regular or standard costs should still be used with vocational funds added to this base for vocational programs. This should be specific in that vocational funds are only used for the extra cost of programs.

- This group had mixed feelings concerning categorical vs. general aid. The local or state unit enjoys the flexibility of general grants but the Federal and State offices generally feel that the local district lacks the wisdom and expertise to administer general aid funds properly and equitably. Federal and State offices like to attach strings to the use of funds. There appeared to be a consensus that there ought to be categorical aid in order that special problems can be solved.

- Keep, or arrange for, financing of vocational programs on an excess cost basis as mentioned by the panel discussion on finance this morning.

- The hierarchy at the State level could be readily restrictive to some areas if they were placed together. Some groups would prefer the present system.

- Yes, if coordinated at the top level.

Answers to b:

- No, as the matching percentages of different programs are not the same, therefore, making it very difficult to finance all programs under one umbrella. It is also difficult because of geographically different total school expenditures. It might give us some flexibility but there is also the problem of becoming "victims of inertia."

- "One umbrella" might work on the Federal level, but not on the local level.

- The existing functional system should be reviewed and strengthened as the best approach to funding and accomplishing overall vocational objectives.

- The functional or cooperative approach is the best system. However, functions must be well defined and carried out in terms of the total program.

- Idealistically, it would be good to have it all under one grant, but practically, would all the separate agencies agree with each other?

- The answer might be to start all over again so that there is a more comprehensive funding rather than so much segmentation.

- Yes, if coordinated at the top level.

## III. LUNCHEON MEETING

Speaker: Roland M. Boldt, Coordinator of Program Development,
California State Department of Education

- I'd like to discuss the financing of vocational education in the past, present, and the future.

- This all started with the Smith Hughes Act with its categorical aid and its restrictive types of expenditures. Then along came the George Barden Act which broadened the categories to a certain extent, though they still had the same basic restrictions and they were all categorical. Actually, those were good programs that really weren't in tune with an increasing population. The level of funding remained practically the same year after year after year.

- Then along came '63 and changed things. It took away the categorical restrictions. We began looking at various segments of our population rather than occupational categories.

- It produced the capability of combining Smith Hughes and George Barden funds. We looked, we studied, we had committees, we made recommendations. But to be perfectly honest about it, I don't think we ever had the courage to combine Smith Hughes and George Barden into VEA '63 and remove these categorical restrictions.

- Then the amendments to the Vocational Education Act of 1968, a new system of allocation; financing activities and programs that dealt with other segments of populations that we never were accustomed to looking at before. It forced us into becoming more permissive. It forced us into recognizing the tax effort of local educational agencies. It forced us into identifying as close as we possibly could the total cost of vocational education.

- The first thing we did in California was to establish a criteria for our allocation system. What did we want this to do? First, it had to have the capability of being computerized. It also had to recognize the various segments of our population. It had to be compatible with our California accounting manual for education. It had to be flexible so that it could, as time went on, have priorities inserted into it or be changed. We wanted it to recognize state funds that went into vocational education, and also some local funds. And the other thing we wanted, and we felt this was very important, that whatever we did, we would be able to gather the information without requiring a district in the state to supply us with any additional detail.

- We came up with such a system with the assistance of Dr. Lindman, and other leading finance people in the state. It's a system that identifies students whether they're full-time, part-time, adult, disadvantaged or handicapped. We identify them. And it's right here at this point that, once this identification is made, the state board has the prerogative of placing priority where they want to emphasize the availability of vocational education.

- They have the capability of applying weights to these segments of student enrollment. Weights that are designed to do a number of things. One of them allows us to maintain a level of program funding. As an example, this year there's a weight applied to the community college ADA. If that weight wasn't there, the community college level of funding would drop from 46% to 33% on a strict ADA basis. We applied a weight so that it would maintain that same level.

- Another reason for applying weight is for priority. The state board felt that it was important that we give additional emphasis to vocational education for adults, so an additional weight was applied to adult enrollment. They wanted to recognize areas of disadvantaged, so an additional weight was given to that segment of our population. We also have the capability of recognizing areas of handicapped and we applied an additional weight to our handicapped enrollment.

- Once these weights are determined and applied to this enrollment, the rest of the system is a computerized, mathematical computation. It takes ten minutes to allocate any sum of money throughout the state. To give you an indication of the accuracy, we just finished distributing our additional allocation after the Budget Act was passed, which amounted to 5.6 million dollars. In ten minutes, this program distributed this money to every district in the state. It distributed $5,999,999.50. And this is quite a monumental task when you consider distributing that amount of money over that large a number of districts.

- This system compares the district weighted ADA against the state average, and then you come up with a factor and this is applied to the amount of money to be distributed.

- Then on the other hand, it compares the wealth of the districts, and it compares the tax effort that the people within the district are making. Based on these two comparisons against state averages, you come up with an equalization factor which is applied to what the district has to do to earn its entitlement.

- We also identify the direct cost for instruction, for supervision, and for capital outlay. We recognize the indirect cost by allowing a percentage. The other thing that we recognize is the foundation level of support for all education within the state. A few people were surprised when we made them subtract this money from their costs. They found that, in effect, some programs were generating revenue for their particular districts.

- I think, because of this, at the end of the year we're going to have a tremendous amount of information. Information that we never had available to us before. I hope that with this data the State Department of Education and the local educational agencies can make administrative decisions based upon fact rather than upon assumption. Although we have better data, I personally don't think that it will have an appreciable effect on financing vocational education until we completely analyze the financing of all education.

- Education is supported by taxes. You have three levels: federal, state, and local. I think increased federal funds and the nature of these funds almost demand an increased spending of state and local funds. Otherwise, you get into the dangerous area of supplanting. I think any change in state funding should be designed to shift the tax burden from a district level to a state level.

- I think what we're faced with in education is a limited amount of financial resources. I think what we have to do is to develop a more efficient educational operation. I think right now we have inefficiency that siphons off vast sources of education resources into categories that were of high priority forty or fifty years ago.

- I'd like to close by raising a few questions, not only about vocational education, but about education in general. Such questions as: Can we afford unused facilities? Can we afford to operate schools on a 180 day basis? Can we afford to invest in inspectional support without getting a good return out of our investment? Can we afford to invest millions into site acquisition and construction and not invest one cent for maintenance of plant? Can we afford to ignore the needs of various segments of our community population? Can we afford ineffective administration? Can we afford to ignore the resources of business and industry? Can we afford priority financial spending directed toward twenty to thirty percent of our school population? Can we afford a fragmented approach to vocational education rather than a comprehensive approach? Can we afford ineffective teachers? Can we afford vocational education? I'll answer that one for you. We can't afford not to have vocational education.

## IV. AFTERNOON GENERAL ASSEMBLY

### Discussion Groups' Reports

### Question 1.

In what ways may management and labor aid in financing a new type of administration for metropolitan areas?

- It is certainly undesireable to let labor and management buy their way into administration.
- Their assistance on advisory boards is desireable.
- They could loan personnel to the school system for designated periods of time to assist in coordination.
- They could provide funds for coordination.
- They could support the request for funds to establish new types of administration.
- If we don't need a new type of administration, we don't need their aid.
- It is the local administrator's responsibility to know where funds are available from other sources.
- Cooperative coordinating costs could be shared: facility use, personnel, and equipment.
- They could furnish a liaison person between themselves and educators with the education administrators specifying duties and responsibilities.
- Develop a professional management team for the supportive assistance of administrators
- They could establish and finance a Council of Business, Industry, Education, Management, and Labor.
- They could sponsor a public relations effort much larger than the schools can provide.
- They could fund experimental pilot projects.

- They could sponsor research.

- They could invite, and pay the expenses of, key educators to join their advisory or policy boards where the educators can gain a breadth and depth of understanding not possible before.

Question 2.

How can the disadvantaged youth be assisted in financing his existence while in vocational preparatory training?

- Through work-study or contractual part-time work plans.

- The various plans for work-study, of which there are many, could be either school, business, and/or industry sponsored; or some combination of any agencies with funds for the disadvantaged.

- Some sources for funds are: MDTA, Student Loan Programs, Welfare, Service Clubs, Private Grants, Scholarships, Job Corps, Sears Foundation, and Model Cities projects.

- Develop resource lists for publication that tells in simple language how students may qualify for, apply, and receive aid.

- Try to eliminate all superfluous fees charged to students.

- Contractual arrangement with industry and business paying all the costs for students who agree to work for them upon graduation or completion of the program.

- Don't give them something for nothing and take the chance of ruining their self-esteem.

Question 3.

How can financing of vocational education be coordinated or united under a single payment and administrative effort?

- This may need to be coordinated at the state level, but we question the use of anything between the state level and the local level.

- We do not pre-suppose that a single payment and administrative effort is best.

- One of the main difficulties is in determining at what level (state or local) decisions on approval of line items can be given.

- While some favor a single payment in terms of VEA monies, there are numerous examples of how both the state and local offices are in the best position to approve financing of certain items.

- A similarity of effort needs to be required in order to receive Federal funds. It would be better to do this on a less formal basis.

- We must only spend local funds on local students - we should not open our local schools to state-wide usage.

- We suggest the joint use of facilities by different groups.

- Local district financing impedes this coordination, it would have to be changed.

- Do away with categorical aid and adopt a system of allocation that gives money in a lump sum to be used in vocational education where the local districts feel the greatest need exists.

- HEW and Labor unite in a cooperative relationship for funding to the states.

- Establish a separate department or Cabinet Post for directing all vocational manpower funds.

- Establish a Secretary of Education in Federal government to support vocational education. Obtain a single source of funds to the states.

- Get a computer that can do it in ten minutes!

## V. PERIPATETIC REVIEW

Jane Y. Mills, Regional Coordinator, Bureau of Homemaking Education

Two questions for reviewer to react to:

A. What impressions re: Quality of the discussion in groups?

B. What impressions re: Process of the group discussions?

Question A.

- Thursday discussion groups show gradual changes from Monday groups.

- (Positive) Changes in terms, nouns, and pronouns used by participants. From "my district" or "my state" to "How about your state?" or "What are you doing about this?" to "What should we do to solve this?" and "Where should we go from here?"
- (Negative or Positive) From "categorical funding" or "categorical aid" to "categorical people." Heard more use of such categories as "school people," "state people," "Industry people," "U.S. Office people," "the Board," "the administration."
- (Positive) "I disagree" was heard much more today. Groups now able to discuss more energetically the variety of viewpoints.
- (Positive) Refinement of semantics.
- Panel and discussion groups attempt to agree on terminology such as:
    - Incremental cost
    - Extra cost
    - Excess cost
    - Further refinement of excess costs:
        - Excess cost over state supported education cost
        - Excess cost over average cost of other general education programs
    - Cost benefit analysis:
        - R. Boldt, J. Plusch, K. Bennion each gave different interpretation to cost benefit analysis
    - Per pupil cost:
        - Dr. Lindman explained four ways using actual class size, optimum class size, actual teacher's salaries, average teacher's salaries on salary schedule.

- Able to discuss dollars within a larger discussion topic. Although topic was "finances," discussion group returned again and again to "planning," "long-range plans," "program planning;" not just dollars as an isolated problem.

- "Home Economics" no longer classified as "etcetera" as was on Monday. Men actually saying "Homemaking Education." "Consumer and Homemaking Education" !!!

Question B.

- Evidences of working together more informally and more seriously:
    - -- Lady with her shoes off in one group.
    - -- "Hey fellas. We gotta clean up the language now."
    - -- "I'm not an expert." "I don't know enough about it." (trying to find new answers instead of giving same old ones) "What we need is" "What do other agencies do about this?"

- The jokes got worse. From polite educational jokes on Monday, to:

Dog jokes
Harem jokes
Elizabeth Taylor jokes
Cows & Kerosene jokes
Dental & Mortician jokes
Indian jokes

- This may mean groups are becoming more innovative --- or creative --- or at least have become a "congeneric conglomeration."

Friday, April 17, 1970

## "THE POTENTIAL OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS"

### I. MORNING GENERAL ASSEMBLY

Initiator: Charles W. Patrick, Associate Superintendent for
Community Colleges, San Diego
City Schools

- We provide an orientation course for the first semester which exposes the students to the occupation and helps to determine their ability and aptitude for it. This provides a reservoir, an avenue, of applicants for the on-going program.

- There have been some significant results. A college has had real success putting all applicants for engineering, drafting, technician, and engineering technicians, etc., into the same orientation course as drafting. A student who feels he can't make Calculus or Physics can, at this time, move over into the vocational offerings without the apparent loss of status.

- We need to find ways to adapt to the goals of individuals, find ways of instruction that would permit this adaption, encourage youth in our community colleges to enter and complete vocational programs without feeling they have lost the opportunity to advance professionally.

- Many community colleges are opening the doors of their shops to the more mature and vocationally gifted high school students. They should be allowed to enroll in some specialized curriculum and continue their general academic education at their high school of residence.

- A characteristic which is increasingly evident in community colleges is the emphasis on testing, vocational counseling, and guidance. Our greatest failure is that many of the students who drop out of our transfer curriculums in college never try vocational education.

- This dual purpose of college is a great opportunity to let them succeed either way, and we don't get them to change. We need this kind of adaptability to make change easier.

- In adult education at the community colleges, the distinction between students is: 1) working and going to school part-time, 2) working and going to school almost full or full-time, and 3) not working and going to school full time tends to disappear. This is a healthy sign, producing common programs and curriculum.

- That means that the emphasis is not on a curriculum chopped up into blocks that have to be completed in certain time periods, but rather on accomplishment of levels of achievement and not on the time it takes.

- Recently, in Los Angeles, San Francisco, and San Diego, the development of adult vocational centers, where out-of-school youth and adults can receive basic education, reading, English as a second language, skills to enter employment, and up to a high school diploma, have been developed. We have to emphasize, even here, a career ladder concept.

- We have four adult centers in San Diego; they have tremendous community support and backing. They are still in shacks, old buildings, churches, abandoned schools, and in portables. There is a great need for facilities that offer these people more than the cast-offs of society.

- These schools are also replacing the continuation high schools. Youth who do not adjust, are not ready for, or can't find jobs are served. We can have a first class adult education center and these young people become adult in a hurry.

- We need to increase, and have increased, our adult testing and counseling, and we need medical centers. Many of these people have serious physical problems.

- We are using community agencies, but it is difficult to provide what is needed, when it is needed, when you have to call on an outside agency and use charity funds or something else. Industry has been great in accepting people with problems, attempting to adjust them, and working along with us. We need all kinds of social agencies.

- One of our great successes, in this area of problems, has been in the use of what my generation called "group dynamics," or what they call "encounter" or something. In one case, we used a full week of group counseling before these adults were ever placed in the instructional program. These people have almost no hope for work, no place in society; they come to these programs to be placed and succeed. We are placing 75% of these hard-core unemployed, welfare people.

- We still need more emphasis on minimal training needed to give the skills for entry, and the flexibility needed to adjust to the changing needs of the job market.

- We see these new schools as replacing the "store front" type of schools; they have almost turned the market over to us, locally.

- It seems that our whole adult education program is going to be the greatest field in vocational education. There will be a change of emphasis from single courses, or subjects, to emphasis on well organized curriculums, designed and operated under close supervision of the systems of various professional organizations, societies, unions, you name it. Many will be credit classes in college curriculums; not exclusively trade and industry, in fact, many in the area of service occupations.

- Underwriting, escrow, appraisers, and insurance adjusters, you can go on and on; we need to find areas we didn't even know existed. These people see these (programs) as stepping stones to professional careers in management, accounting, and underwriters in the service occupations.

- There is a need for this kind of adult education. Our high schools have increasingly put youth into the market with limited skills, not with the intensive two or three year vocational education. People are going to need further vocational education as part of, and related to their job. Even the community college graduates who have more extensive training in the technical occupations, find that the jobs they enter are changing rapidly, much more rapidly, than the semi-skilled or skilled occupations. Many must continue education on a part-time basis.

- We know from our own experience, from cost benefit analysis, that the most beneficient and most effective type of vocational education is in these extension classes for employed persons.

- Let's close our liaison with industry and business, local police departments, fire chief's association, dental societies, medical societies; they all feel they are responsible for leading the programs which we operate. We want them to believe that. We could not be successful without their help. We have seen much more extensive and intensive use of advisory committees for planning, evaluating, and guidance.

- We (San Diego) tried to have the adult education centers as part of the community colleges. We've had to abandon that, not because it wasn't successful but because the challenge of these centers became so great that we were able to separate them and still have a major college and a center. This finding is true for large cities, not for smaller ones.

- We expect to experiment with a whole series of new techniques in these vestibule programs. We are beginning one, which will be open next month, with the National Office of Economic Opportunity in which we are going to try the use of all kinds of new instructional devices. We will try and upgrade the employed workers, the disadvantaged community who lack the basic skills for advancement on-the-job and, thereby, are clogging the entry jobs because they can't be moved ahead.

- I see the answer to the problem of the adjustment of these separate sub-societies (disadvantaged, ethnic, etc.) of ours to the total society is going to be through job preparation and education, and those of us in vocational education are going to have to take the leadership in this.

## II. LUNCHEON MEETING

Speaker: Martin Stone, Chairman of the Board, Monogram Industries,
Chairman, Los Angeles Urban Coalition

- As I was flying here on the airplane today, thinking about what it was I wanted to talk about, I got to thinking that perhaps I may be something of a fraud in being here to talk on the particular subject that was just announced, because I pretty much have come to the personal conclusion that vocational education ought not be left to the public school system. Therefore, rather than giving you an uplifting kind of a comment or closing speech, I'll give you a somewhat challenging one with which I'm sure most of you will want to take issue.

- My personal experience in the field of vocational education stems largely from the fact that I'm a user of the end product that you turn out in your schools. We have some 7,000 employees throughout the country in a number of different kinds of operations. We employ highly technical people, virtually all types of shop people, and obviously all types of accounting, bookkeeping and clerical people. In our activities we provide considerable skill training. In 1965, we established a training program at Monogram Industries, to attempt to train the hard-core unemployed for jobs in our factories. At the time, I wanted to see what the results would be. By and large, the results have been excellent. I will begin my presentation today by showing you some of the problems we have incurred in training because I think they are the same kinds of problems that you ought to be facing, and mention some of our successes and our failures.

- One of the things I've found is that it is much easier to train someone in a skill than any of us had ever thought. As long as the person comes to us with the necessary job disciplines, the awareness of the importance of being on time, and not being unduly absent, a willingness to work, and an ability to communicate and understand, our problem is relatively easy. We can teach people who have previously never been regularly employed how to operate lathes, milling machines, drill presses, you name it, in a much shorter period of time than we had thought. In this area, our results have been excellent. Our retention rate for most of our trainees has been in the 50-60 percent area which is higher than our normal retention rate on new hires. In some respects this may be because the people we hire as trainees don't have the same job mobility and opportunity that other workers might have had.

- Where we found that we cannot cope with the trainees is with reference to those trainees who do not come with the necessary job disciplines, and who have what we describe as sensitivity type problems or who do not communicate effectively, or understand sufficiently. In this area we have failed. So, as a result of our own experiences, I have been advocating around the country, to the Chamber of Commerce, to the American Management Association, and to groups such as the Commonwealth Club in San Francisco, that the training program be thought of as two distinct areas. One, pre-skill or prevocational training, and the other skill training. I've advocated leaving the skill training portion of the problem to private industry. I've also advocated that there be a number of changes made in our public school system in order to provide the earlier, the pre-skill, pre-vocational requirements, in a more satisfactory measure and that private companies be encouraged to enter the field.

- There are companies that have been established around the country to do this kind of pre-vocational training who are doing it effectively and creatively. Some years back, I discovered a company called U.S. Research and Development Corporation. I mentioned in some of my speeches that I felt they had done a most effective job in this kind of training. In ten-week training cycles in training centers largely in the South, they had succeeded with people who had never before held steady employment of any kind, many of whom had police records. In the ten-week period, the trainees had improved an average of three or four grade levels in reading comprehension and made comparable improvement in math and other basic courses. This company also had an excellent record in terms of its graduates finding employment and remaining employed.

- I've had occasion to look at the techniques used in the vocational education programs of our schools in Los Angeles and to compare what was being done in our schools with what is now being done by private industry in centers such as those operated by US R & D. And I would say that there's a very considerable difference and it seems to me that the private companies are doing a far better job.

- Subsequently, I sought out the president of that company, Bill Haddad, who had been associate director of the Peace Corps, and later the associate director of the Poverty Program. We became good friends and recently Monogram Industries purchased the controlling interest in the company. Therefore, you should assume that my present opinion of US R & D is influenced by the fact that they are a subsidiary of Monogram's.

- If we assume that private industry can more readily provide skill training to people entering the work force, there would be no need for vocational education departments if the school systems, in general, were doing a satisfactory job in providing the educational basics to children; the ability to communicate and understand. I would say that the public school system in the United States today is definitely not providing this basic level of education to a substantial percentage of students. I don't know any industry that could get by with the rejection rate that is tolerated by our system of public education. The reason for this acceptance of failure is that education is one of the few major American industries in which there is no serious competition; no compelling requirement for success. In other words, no one loses a job for failure. No one gets fired because of the number of dropouts. No one gets fired because of the fact that in the Black community of Los Angeles, 50% of the graduates of Fremont, Jefferson, Jordan, and Locke

High Schools are functionally illiterate. That's not the dropouts; those are the graduates. We ought to provide some procedure, in the school system, that enables us to fire people who fail and to reward people who succeed. We ought to also develop a system that encourages private competition in the fields of elementary and secondary education.

- In Los Angeles, the Urban Coalition attempted to work with the schools in the development of what we call our school-industry program. One of the things that we have succeeded in doing is to bring in relatively large numbers of companies that had previously not shown any interest in this kind of Program. I think it's been six companies per high school. We've had IT&T, North American, Lockheed, Douglas, Mattel Corporation, Carnation, Xerox Data Systems, and a number of others. We've worked with Fremont in the Black community, with Garfield in East Los Angeles, in the Mexican-American community, and San Fernando High School which is rather mixed. Our companies have had some reasonable results, and I think gotten the cooperation of the school system. One of the things that I've seen now is that the people who administer the vocational education program, deep down, must be very much aware of the shortcomings of their programs and are searching for solutions. I think a part of the solution is to be found in the brains and experience of private industry. It is in this area that I think we've had the maximum amount of cooperation. One element of our experience with you is that for you to succeed in skill training, no matter how good your teachers may be in skill training and no matter how good your equipment and facilities may be, you need the brains and experience we have. I might add, however, that from what I have seen, your equipment and facilities are, for the most part, obsolete and many times your teachers, though dedicated, don't have satisfactory backgrounds.

- Occasionally we ran into some opposition when our company representative recommended changes in the curriculum. In some cases, they were given the standard bureaucratic answer that their suggestions didn't fit in with the priorities of the vocational education program or that the suggestions were irrelevant to the objectives of the program. For example, Carnation has a great need, near Garfield High School, for trained truck mechanics. They offered the school three trucks and all the equipment necessary to train people how to service them. The school turned the offer down, saying it wasn't in keeping with their objectives for auto mechanics. I still can't quite understand that, but in any event, they did.

- Another thing we found was that students desperately need counseling. They need goals counseling. They need job counseling. And they aren't getting it. In the city of Los Angeles, I believe that the statistics are one counselor for every 1,000 students. That ingredient in the picture is missing and it's a vitally necessary ingredient.

- One of the things you find in the vocational education area in all high schools is that there is a very high degree of sense of failure on the part of the students.

- In order to make a vocational education program satisfactory we had to get some reading tutorial component into it, because it just didn't work in the high schools if the kids didn't know how to read; for the same reason at Monogram Industries we have found that if the trainees don't know how to read they can't pick up the training that is given them.

- It is for this reason that in our Urban Coalition Program we added a reading tutorial component. We were able to obtain college work-study students to perform this function. This portion of the program has been somewhat resisted by the schools because they feel that here we're dealing with non-accredited people, (that silly word again), and we're dealing with procedures outside of those they are familiar with.

- As US R & D discovered, Vocational Training needs a wave to carry the specific training content home. That wave is what US R & D calls human resource development. This is a form of sensitivity training designed to overcome the failure syndrome that exists in a lot of these students, and makes the student believe in himself and in the fact that obtaining additional education will realistically help him to obtain a job. Without those two components, reading comprehension and human resource development, you will never make vocational education work in the high schools. Unless you open the student up to be mentally receptive to the training you're providing, and unless he's capable of understanding satisfactorily and communicating satisfactorily you are not going to stop them from thinking of themselves as failures. Every once in a while you find some fellow who has come into the school who desires nothing more than to be an auto mechanic. That all his life he's torn cars apart and fixed them up. He doesn't come in with any sense of failure at all. He feels the course is in line with what he's interested in; has always been interested in; and he's there for a specific purpose and objectives. That's unique and unusual. Most of the students are there because they think they are not capable of dealing with the generalized curriculum and have to be fed into the vocational education program. This psychological sense of academic failure must be overcome. That's why the sensitivity training or human resource development is critical.

- The continued success and possible expansion of our industry-high school partnership program in Los Angeles will depend in a large measure upon two factors, both of which worry me. Factor number one, the willingness of the school system to make institutional changes in its own approaches if it's to accommodate to a broad based industry involvement in the vocational education program. And number two is the other problem of trying to get a large number of companies to involve themselves in the program. One of the problems we had in the Los Angeles Urban Coalition Program was that when we turned to the Chamber of Commerce to help develop it for us, they told us they thought it was an excellent program and didn't do a thing about it.

- I have advocated in speeches for five years that the Chamber of Commerce and the National Association of Manufacturers are the best qualified sources of administration of some of these kinds of industry wide programs. The thing that bothers me is that, for the most part, they don't do anything about it. They pay it no more than lip service. Therefore, if you want to excuse the failures of the school vocational education programs by saying that you haven't been able to get industry's meaningful involvement, you'd be somewhat justified. But that doesn't necessarily mean it is not available. I think it takes a selling job. We in the Urban Coalition did succeed in obtaining the meaninful participation of 16 companies to aid the vocational education program I described earlier.

- With all of my statements about the negatives, and problems, I ought to at least wind up talking about some of the opportunities that exist in this field. I recently submitted testimony to a Senate Committee involving itself with this over-all question of job training in the United States. In that testimony, I made the point that one of the things that worried me about our national training programs is that we were training people primarily for entry-level jobs. I felt that the primary problem was to train people for generalized capability and how to deal with society in connection with jobs or otherwise. We needed training programs that went far beyond entry-level training. We are trying to train a large number of unskilled people for a rapidly diminishing number of unskilled jobs, or jobs requiring few skills. Yet we have a shortage in this country of skilled workers; a shortage of people who have skills required in industry and in service occupations. It is in that area that we must see a tremendous buildup in training capabilities in our society.

- Maybe this type of training will be provided by the public schools. Maybe we'll find the schools doing more to benefit people who are already employed and to upgrade their skills. I don't know. But we have a major problem of taking people who are already employed and giving them an opportunity for advancement within our industrial and service framework. We are also beginning to see the development of a number of new private companies which have been set up to provide various types of vocational education training. I think this type of private competition is going to be a very refreshing and helpful factor in the improvement of the vocational education programs of public schools. I see, in this, competition which the school system desperately needs. I think we're going to see large numbers of companies seeking to make a major business of training people for employment, and there's nothing wrong with that. There will be some widely heralded failures, it's inevitable. There'll be some economic opportunists; but on the whole, the introduction of outside competition offers the best hope for major improvement in the presently inadequate public school system. Those educators who are genuinely interested in the welfare of the students will welcome this competition and hopefully will bring about changes in the public educational institutions which will result in an eventual rebirth of public confidence in the public schools.

- Thank you for having the patience to hear me out this afternoon. I realize it is difficult to be polite to someone who has advocated the possible abolition of your departments; but it has been our experience in this country that a lot of our most valuable social change has been the result of facing up honestly to extremely difficult and painful problems.

## PART II

# EVALUATIVE REPORT, PRE AND POST-TEST OF INSTITUTE III

## ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

by:

Patrick J. Weagraff

Research Specialist and EPDA Fellow
Division of Vocational Education
University of California, Los Angeles

# PART II

## CONTENTS

Page

List of Tables . . . . . . . . . . . . . . . . . . . . . . . . . 95
Introduction . . . . . . . . . . . . . . . . . . . . . . . . . . 99

Chapter

I. SUMMARY

Who Attended the Institute? . . . . . . . . . . . . . . . 101
What Did the Participants Think of the Institute? . . 101
What Behaviors or Work Activities Have Been Modified? . . . . . . . . . . . . . . . . . 103
What Are Participants' Opinions and General Beliefs? . . . . . . . . . . . . . . . . . 103

II. PROFILE OF INSTITUTE PARTICIPANTS

Titles . . . . . . . . . . . . . . . . . . . . . . . . 105
Formal Education . . . . . . . . . . . . . . . . . . . . 105
Personal Characteristics . . . . . . . . . . . . . . . . 105
States and Cities Represented . . . . . . . . . . . . . . 107
Fields of Interest . . . . . . . . . . . . . . . . . . . 107

III. EVALUATION OF INSTITUTE BY PARTICIPANTS

Objectives . . . . . . . . . . . . . . . . . . . . . . . 109
Strengths and Weaknesses . . . . . . . . . . . . . . . . 109
Group Discussions . . . . . . . . . . . . . . . . . . . . 113
Institute Staff and Resource Personnel . . . . . . . . 116
Written Materials . . . . . . . . . . . . . . . . . . . . 116
General Assessments . . . . . . . . . . . . . . . . . . . 116
Schedule . . . . . . . . . . . . . . . . . . . . . . . . 121
Modified Behaviors and Outcomes . . . . . . . . . . . . 121

IV. PARTICIPANTS' OPINIONS ON SELECTED TOPICS

Opinions Concerning Vocational Education . . . . . . . 125
General Beliefs . . . . . . . . . . . . . . . . . . . . . 126

## LIST OF TABLES

Table Page

1. Participants' Titles . . . . . . . . . . . . . . . . . . . . 106

2. Level of Formal Educational Attainment of Participants . . . . . . . . . . . . . . . . . . . . . 106

3. States Represented by Participants . . . . . . . . . . . . 107

4. Participants' Areas of Vocational Interest . . . . . . . . 108

5. Participants' Assessments of Institute Meeting Their Expectations . . . . . . . . . . . . . . . . . . 110

6. Participants' Perceptions of Clarity of Institute Objectives . . . . . . . . . . . . . . . . . . 110

7. Similarity of Institute Objectives and Participants' Objectives . . . . . . . . . . . . . . . 111

8. Participants' Acceptances of Institute Purpose . . . . . . 111

9. Participants' Perceptions of the Realism of Institute Objectives . . . . . . . . . . . . . . . . . . 112

10. Participants' Perceptions of the Major Single Institute Strength . . . . . . . . . . . . . . . . . . 112

11. Participants' Perceptions of the Major Single Institute Weakness . . . . . . . . . . . . . . . . . . 113

12. Participants' Perceptions of Group Effectiveness . . . . . 114

13. Participant Self Perception as a Group Member . . . . . . 114

14. Participants' Perceptions of Opportunities to Express Ideas . . . . . . . . . . . . . . . . . . . . 115

15. Participants' Assessments of Group Discussion . . . . . . 115

16. Participants' Perceptions of Speakers' Knowledge of the Topics . . . . . . . . . . . . . . . . . . . . 117

17. Participants' Assessments of the Value of Instructional Materials . . . . . . . . . . . . . . . . 117

18. Participants' Assessments of the Usefulness of Instructional Materials . . . . . . . . . . . . . . . . 118

## LIST OF TABLES (Continued)

Table Page

19. Participants' Assessments of New Knowledge Learned . . . . 118

20. Participants' Assessments of Thinking Stimulated by Topics . . . . . . . . . . . . . . . . . . . . . . . . 119

21. Participants' Assessments of the Level of Information . . . . . . . . . . . . . . . . . . . . . . 119

22. Participants' Assessments of Content Appropriateness . . . 120

23. Participants' Assessments of Practicality of Content . . . 120

24. Participants' Assessments of Time Available for Informal Conversation . . . . . . . . . . . . . . . . 121

25. Participants' Assessments of Schedule Flexibility . . . . 122

26. Participants' Assessments of Time Being Well Spent . . . . 122

27. Participants' Assessments of Time Devoted to Trivial Matters . . . . . . . . . . . . . . . . . . . . 123

28. Modified Behaviors of Participants Based on Institute Attendance . . . . . . . . . . . . . . . . . 124

29. Participants' Opinions Concerning Vocational Education Evidencing Statistical Significance . . . . . . . . . . 127

30. Participants' General Beliefs Concerning Selected Issues . . . . . . . . . . . . . . . . . . . . . . . . 127

# INTRODUCTION

Appraisal of Institute III has been both exciting and difficult; exciting because Institute III represents a venture to improve vocational education in western metropolitan areas, and difficult because preciseness in the evaluation of any short term in-service education project is hard to obtain.

The three instruments used in the evaluation of the Institute were supplied by the prime contractor, Colorado State University. Forms 1 and 2 were applied at the beginning and again at the conclusion of the Institute. Form 3 was given only at the conclusion.

Analysis of the evaluative data and preparation of this report was undertaken by Mr. Patrick J. Weagraff, Institute Assistant and Research Specialist, Division of Vocational Education, University of California, Los Angeles.

# CHAPTER I

## SUMMARY

This Chapter focuses attention upon (1) a profile of the participants, (2) their opinions of the proceedings, and (3) behaviors or work activities that have been modified as a result of Institute attendance.

This summary chapter is placed in the beginning of the report to provide an overview of the major findings of the study. Those who are interested in further elaboration are encouraged to explore the details of these findings in subsequent chapters.

### Who Attended the Institute?

A profile of the Institute participants can be constructed from the responses to a number of items on the evaluation forms. The following descriptions are based on the responses of the 92 participants.

- Approximately 30 percent of the participants are directors of programs. The overwhelming majority of participants have job titles which indicate they work at the policy and/or direction level in their respective organizations.
- Almost all (93.5 percent) of the participants have graduated from college. Furthermore, most (83.7 percent) of the participants have at least one advanced degree.
- Participants representing 17 states and 38 cities attended the Institute. Forty percent of the participants are residents of either California or Colorado.
- Most (92.3 percent) of the participants are male and in their middle forties (median 44.5 years).
- About 23 percent of the participants indicated that their main field of interest is Trade and Industrial Education. An additional 15 percent have a primary interest in Technical Education. Ten percent reported primary interest in Business and Office Education.

### What Did the Participants Think of the Institute?

Most of the participants reported that they were satisfied that the Institute met their objectives and helped further their professional growth. The following represent their general assessments:

- Approximately 80 percent indicated that the Institute met their expectations.

- Sixty-seven percent felt that the Institute objectives were clear. Furthermore, approximately 66 percent reported that the Institute objectives were the same as their own.

- Most participants reported that they were totally satisfied with the Institute. Eight out of ten stated that they would apply again for a similar Institute. A similar percentage indicated that they would recommend to a friend that they attend such an Institute.

- Over 90 percent of the participants reported being stimulated to consider new solutions to problems of vocational education in their metropolitan areas.

Responses of the participants regarding the strengths and weaknesses of the Institute provide some interesting and perceptive insights. In open-ended questions the following was revealed:

- The opportunity to exchange information, problems, and solutions was considered to be the most valuable aspect of the Institue.

- The predominance of Californians and the California point of view was the least valuable aspect of the Institute.

Several items on the evaluation forms involved assessment of curricula, Institute organization, and staff. The participants were asked to make judgments regarding these topics. The following summarize these data:

- Ninety percent of the participants stated that the written materials distributed at the Institute were appropriate to their needs and proved of value.

- The organizational structure of the Institute resulted in a high degree of positive group dynamics. For example, 84 percent of the participants indicated that the group worked well together. Eighty-five percent stated that they really felt a part of the group. In addition, 94 percent indicated that they had sufficient opportunity to express their ideas during group discussions.

- Seven out of ten participants perceived that the speakers' and staffs' knowledge of vocational education proved central to the success of the Institute.

- Eighty-two percent of the participants indicated that the curricula was readily applicable to their problems. A slightly lower percentage perceived that the theory presented during the Institute was related to the problems of administrating vocational education in metropolitan areas.

- Several participants suggested that the Institute should have acquired additional resource personnel representing labor, business, and various inner-city groups.

- Eight out of ten participants stated that their time was well spent and not devoted to trivial matters. However, in response to the open-ended questions, several suggested that some time during the day should have been left free.

## What Behaviors or Work Activities Have Been Modified?

Several items in the evaluation forms involved assessments of change in the participants' behavior as a result of attending the Institute. The participants were asked to make judgments about their alterations in behavior and to identify examples of such alterations. The following summarize these data:

- Seventy-nine percent of the participants stated that they plan to modify their future work activities as a result of Institute attendance. For example:
  - -- Nineteen percent plan to increase the amount of community participation in advisory groups.
  - -- Fifteen percent plan to improve their long-range planning.
  - -- Thirteen percent will increase emphasis on programs for out-of-school youth and adults.
  - -- Twelve percent plan to establish inner-city/community planning bodies.

## What Are Participants' Opinions and General Beliefs?

In another approach to the assessment of change in opinions or general beliefs, the participants were asked to respond to two separate evaluation forms. Each form was given at the beginning and again at the conclusion of the Institute. While caution is urged in making comprehensive judgments about any actual changes in attitudes or opinions, the data does provide some valuable insights. The following summarize these findings:

- The Institute tended to reinforce some previously held opinions of participants. For example:
  - Participants expressed a much stronger opinion about the main purpose of vocational education at the conclusion of the Institute than at the beginning.
- A significantly large number of participants hold strong, positive opinions concerning the importance of vocational education in metropolitan areas. For example:
  - A large number stated that most youth would benefit from skills instruction.
  - Almost all reported the belief that vocational education is more effective than general education in the preparation of people for jobs.
  - Most identified vocational education in urban areas as more important than vocational education in rural areas.
- Form 2 did not prove a particularly discriminating instrument to assess the general belief of participants. Only two significant items were identifiable. They were:
  - Most participants overwhelmingly believe there is no such thing as "luck."
  - Many indicated a belief that becoming a success is a matter of hard work, with luck having little or nothing to do with it.

## CHAPTER II

## PROFILE OF INSTITUTE PARTICIPANTS

The purpose of this chapter is to present the available descriptive data on the characteristics and backgrounds of the Institute participants. The data was obtained from the first page of the three evaluative forms.

### Titles

Institute participants have a wide variety of titles. The titles vary with the type of institution, and with the nature of the organization they represent. For example, the term "dean" is seldom used in any institution other than the junior college. The terms "director," "coordinator," and "supervisor" are much more common in school systems but their functions often vary considerably between systems. The title "coordinator," in some systems, is attached to a position which ranks at a higher level than "supervisor" or "director," although this is not the usual situation. As a consequence, comparison of data by title is not possible.

Table 1 identifies the titles of the participants attending Institute III. The largest percentage (29.3 percent) are "directors." Table 1 clearly shows that the majority of the participants work at a policy and direction level in their organization, institution, or school system.

### Formal Education

As might be expected, the overwhelming majority (93.5 percent, Table 2) of Institute participants have graduated from college. Furthermore, 83.7 percent have advanced degrees. Table 2 also shows that the largest percentage of participants indicated that a Master's degree is their highest level of formal educational attainment.

### Personal Characteristics

Most (92.3 percent) of the Institute participants are male and in their middle forties (median 44.5 years). Approximately 8 percent of the participants are female and are slightly younger (median 39.4 years) than their male peers.

## TABLE 1

## PARTICIPANTS' TITLES

| Title | | Frequency | Percent |
|---|---|---|---|
| Superintendent/Asst. Superintendent | | 5 | 5.4 |
| Coordinator | | 11 | 11.9 |
| Director | | 27 | 29.3 |
| Dean | | 8 | 8.7 |
| Supervisor | | 18 | 19.6 |
| Principal/Vice Principal | | 2 | 2.2 |
| Consultant | | 3 | 3.3 |
| Counselor | | 8 | 8.7 |
| Other | | 10 | 10.9 |
| | Totals | 92 | 100.0 |

## TABLE 2

## LEVEL OF FORMAL EDUCATIONAL ATTAINMENT OF PARTICIPANTS

| Level of Attainment | | Frequency | Percent |
|---|---|---|---|
| Bachelors Degree | | 9 | 9.8 |
| Masters Degree | | 59 | 64.1 |
| Doctoral Degree | | 18 | 19.6 |
| Some College Education | | 1 | 1.1 |
| No Answer | | 5 | 5.4 |
| | Totals | 92 | 100.0 |

## States and Cities Represented

As indicated in Table 3, participants represented 17 of the 25 western states and the District of Columbia. Participants from California and Colorado accounted for approximately 40 percent of the total group.

Participants represented a total of 38 cities.

TABLE 3

STATES REPRESENTED BY PARTICIPANTS

| State | Frequency | Percentage |
|---|---|---|
| Arizona | 5 | 5.4 |
| Arkansas | 2 | 2.2 |
| California | 24 | 26.1 |
| Colorado | 13 | 14.1 |
| Oregon | 7 | 7.6 |
| Minnesota | 4 | 4.3 |
| Hawaii | 3 | 3.3 |
| Kansas | 1 | 1.1 |
| Louisiana | 1 | 1.1 |
| Missouri | 2 | 2.2 |
| Washington | 9 | 9.8 |
| Nevada | 3 | 3.3 |
| New Mexico | 1 | 1.1 |
| Oklahoma | 4 | 4.3 |
| Texas | 3 | 3.3 |
| Utah | 6 | 6.5 |
| Wyoming | 1 | 1.1 |
| Washington, D.C. | 2 | 2.2 |
| No Answer | 1 | 1.1 |
| Totals | 92 | 100.1 |

## Fields of Interest

Table 4 shows that the participants' fields of vocational interests vary widely. It is not surprising that the largest (22.8 percent) group of participants identified "Trade and Industrial Education" as their vocational field of interest.

TABLE 4

PARTICIPANTS' AREAS OF VOCATIONAL INTEREST

| Area | Frequency | Percentage |
|---|---|---|
| Agriculture Education | 5 | 5.4 |
| Business and Office Education | 9 | 9.8 |
| Distributive Education | 6 | 6.5 |
| Health Education | 2 | 2.2 |
| Home Economics | 4 | 4.3 |
| Industrial Arts | 9 | 9.8 |
| Technical Education | 14 | 15.2 |
| Trade & Industrial Education | 21 | 22.8 |
| Guidance | 7 | 7.6 |
| Other | 13 | 14.1 |
| No Answer | 2 | 2.2 |
| Totals | 92 | 99.9 |

# CHAPTER III

## EVALUATION OF INSTITUTE BY PARTICIPANTS

This section presents the participants' perceptions of the Institute based on their response to Form 3. It includes their general assessments of the Institute, their perceptions of the program and their perceptions of whether they will modify their future work activities.

Although 92 participants attended the Institute, only 73 completed all five pre and post evaluation instruments. Thus, 19 participants are deleted from evaluation of the Institute. Eight registered after the pre evaluation, six completed the pre evaluation but not the post evaluation and five neglected to complete one of the evaluation forms.

### Objectives and Purpose

Table 5 shows that a majority of participants considered that the Institute met their expectations. In particular, 79.4 percent of the participants agreed or strongly agreed that the Institute met their expectations. Most participants also felt that the Institute objectives were clear (Table 6) and were the same as their own (Table 7).

As might be expected, an overwhelming majority of participants accepted the purpose of the Institute (Table 8). As further evidence, Table 9 shows that a majority of the participants (71 percent), when presented with the statement "the objectives of this Institute were not realistic," did not agree.

### Strengths and Weaknesses

Two open-ended questions reveal the strengths and weaknesses of the workshops as perceived by the participants. As reported in Table 10, 39 percent indicated that the opportunity to exchange information, problems, and solutions was the greatest single strength of the Institute.

Perceptions of the greatest single weakness are summarized in Table 11. The responses vary widely, however, approximately 30 percent identified "the predominance of Californians and the California point of view" as the major single weakness of the Institute.

## TABLE 5

## PARTICIPANTS' ASSESSMENTS OF INSTITUTE MEETING THEIR EXPECTATIONS

(Question: The Institute Met My Expectations)

| Response | | Distribution | Percentage |
|---|---|---|---|
| Strongly Agree | | 13 | 17.8 |
| Agree | | 45 | 61.6 |
| Undecided | | 7 | 9.6 |
| Disagree | | 7 | 9.6 |
| Strongly Disagree | | 1 | 1.4 |
| | Totals | 73 | 100.0 |

## TABLE 6

## PARTICIPANTS' PERCEPTIONS OF CLARITY OF INSTITUTE OBJECTIVES

(Question: The Objectives of this Institute Were Clear to Me)

| Response | | Distribution | Percentage |
|---|---|---|---|
| Strongly Agree | | 4 | 5.5 |
| Agree | | 45 | 62.0 |
| Undecided | | 6 | 8.2 |
| Disagree | | 14 | 19.2 |
| Strongly Disagree | | 4 | 5.5 |
| | Totals | 73 | 100.4 |

## TABLE 7

## SIMILARITY OF INSTITUTE OBJECTIVES AND PARTICIPANTS' OBJECTIVES

(Question: The Objectives of This Institute Were Not the Same As My Objectives.)

| Response | Distribution | Percentage |
|---|---|---|
| Strongly Agree | 1 | 1.4 |
| Agree | 12 | 16.4 |
| Undecided | 12 | 16.4 |
| Disagree | 44 | 60.3 |
| Strongly Disagree | 4 | 5.5 |
| Totals | 73 | 100.0 |

## TABLE 8

## PARTICIPANTS' ACCEPTANCES OF INSTITUTE PURPOSE

(Question: The Participants Accepted the Purpose of This Institute)

| Response | Distribution | Percentage |
|---|---|---|
| Strongly Agree | 8 | 11.0 |
| Agree | 53 | 72.6 |
| Undecided | 10 | 13.7 |
| Disagree | 2 | 2.7 |
| Strongly Disagree | 0 | 0.0 |
| Totals | 73 | 100.0 |

## TABLE 9

## PARTICIPANTS' PERCEPTIONS OF THE REALISM OF INSTITUTE OBJECTIVES

(Question: The Objectives of This Institute Were Not Realistic)

| Response | Distribution | Percentage |
|---|---|---|
| Strongly Agree | 1 | 1.4 |
| Agree | 4 | 5.5 |
| Undecided | 16 | 21.9 |
| Disagree | 43 | 58.9 |
| Strongly Disagree | 9 | 12.3 |
| Totals | 73 | 100.0 |

## TABLE 10

## PARTICIPANTS' PERCEPTIONS OF THE MAJOR SINGLE INSTITUTE STRENGTH

| Response | Distribution | Percentage |
|---|---|---|
| Opportunity to Exchange Information, Problems, and Solutions | 29 | 39.7 |
| Presentation of Topics | 18 | 24.7 |
| Institute Organization and Staff | 11 | 15.1 |
| Group Discussions | 9 | 12.3 |
| Other | 2 | 2.7 |
| No Answer | 4 | 5.5 |
| Totals | 73 | 100.0 |

TABLE 11

PARTICIPANTS' PERCEPTIONS OF THE MAJOR SINGLE INSTITUTE WEAKNESS

| Response | Distribution | Percentage |
|---|---|---|
| Predominance of Californians and the California point of view | 21 | 29.8 |
| Poor Grouping of Participants | 10 | 13.7 |
| Too Much Structure/Schedule Inflexibility | 9 | 12.3 |
| Lack of Organization | 7 | 9.6 |
| Poor Instructional Presentations | 6 | 8.2 |
| No Provision for School Visitations or Sightseeing | 5 | 6.8 |
| Poor Leadership in Group Discussions | 5 | 6.8 |
| Unclear Objectives | 4 | 5.5 |
| All Questions Not Answered | 2 | 2.7 |
| Institute Too Long | 2 | 2.7 |
| Other | 1 | 1.4 |
| No Answer | 1 | 1.4 |
| Totals | 73 | 100.9 |

## Group Discussions

A high degree of positive group dynamics and interrelation occurred during the Institute. Table 12 shows the majority (84 percent) of participants considered that the group worked well together. Furthermore, 85 percent of the participants stated that they "really felt a part of the group" (Table 13). Thus, it is not surprising as Table 14 shows, that 94 percent of the participants indicated sufficient opportunity to express ideas during group discussions. Even more striking evidence of this is shown in Table 15 where 72 percent of the participants characterized the group discussions as excellent.

## TABLE 12

## PARTICIPANTS' PERCEPTIONS OF GROUP EFFECTIVENESS

(Question: We Worked Well As A Group)

| Response | | Distribution | Percentage |
|---|---|---|---|
| Strongly Agree | | 22 | 30.1 |
| Agree | | 40 | 54.8 |
| Undecided | | 9 | 12.3 |
| Disagree | | 2 | 2.7 |
| Strongly Disagree | | 0 | 0.0 |
| | Totals | 73 | 99.9 |

## TABLE 13

## PARTICIPANT SELF PERCEPTION AS A GROUP MEMBER

(Question: I Really Felt A Part Of The Group)

| Response | | Distribution | Percentage |
|---|---|---|---|
| Strongly Agree | | 13 | 17.8 |
| Agree | | 50 | 68.5 |
| Undecided | | 8 | 11.0 |
| Disagree | | 2 | 2.7 |
| Strongly Disagree | | 0 | 0.0 |
| | Totals | 73 | 100.0 |

## TABLE 14

## PARTICIPANTS' PERCEPTIONS OF OPPORTUNITIES TO EXPRESS IDEAS

(Question: I Had No Opportunity To Express My Ideas)

| Response | Distribution | Percentage |
|---|---|---|
| Strongly Agree | 2 | 2.7 |
| Agree | 2 | 2.7 |
| Undecided | 0 | 0.0 |
| Disagree | 47 | 64.4 |
| Strongly Disagree | 22 | 30.1 |
| Totals | 73 | 99.9 |

## TABLE 15

## PARTICIPANTS' ASSESSMENTS OF GROUP DISCUSSIONS

(Question: The Group Discussions Were Excellent)

| Response | Distribution | Percentage |
|---|---|---|
| Strongly Agree | 19 | 26.0 |
| Agree | 34 | 46.6 |
| Undecided | 14 | 19.1 |
| Disagree | 5 | 6.8 |
| Strongly Disagree | 1 | 1.4 |
| Totals | 73 | 99.9 |

### Institute Staff and Resource Personnel

Most of the participants (76.7 percent) felt that the speakers knew their subject matter (Table 16). In addition, a large number of participants, when asked for additional comments, cited Institute staff and/or resource personnel knowledgeable of vocational education as central to the success of the Institute.

Although precise data is not available, at least 28 percent of the participants felt that the Institute should have involved additional resource personnel representatives of the labor, business, and various other inner-city groups.

### Written Materials

Ninety percent of the participants stated that the written materials distributed at the Institute were valuable to them (Table 17). Somewhat fewer participants (79.8 percent, Table 18) indicated that the printed materials proved of use to them during the Institute.

It should be noted that at least ten participants commented on the lack of written materials presented during the Institute. A significant number of these participants recommended that copies of the speakers presentations, selected readings, etc., be mailed out prior to the Institute.

### General Assessments

Most participants reported that they were generally satisfied with the Institute. For example, when asked if they would apply for this Institute again, 85 percent said "yes." Similarly, 85 percent of the participants indicated that they would recommend to friends that they attend a similar program. Furthermore, 91.7 percent stated that they had gained new knowledge as a result of the Institute (Table 19).

The Institute stimulated over 90 percent of the participants to consider new solutions to problems of vocational education in metropolitan areas (Table 20). Accordingly, few participants (Table 21) stated that the information presented was too advanced or too elementary.

Most participants perceived the Institute curricula as being readily applicable to the problems of vocational education in metropolitan areas. As Table 22 shows, 82.2 percent stated that the curricula was directed to such important problems. The majority of participants further stated (Table 23) that the theory presented during the Institute was related to the practical problems of vocational education in metropolitan areas.

TABLE 16

PARTICIPANTS' PERCEPTIONS OF SPEAKERS' KNOWLEDGE OF THE TOPICS

(Question: The Speakers Really Knew Their Subject)

| Response | | Distribution | Percentage |
|---|---|---|---|
| Strongly Agree | | 13 | 17.8 |
| Agree | | 43 | 58.9 |
| Undecided | | 10 | 13.7 |
| Disagree | | 7 | 9.6 |
| Strongly Disagree | | 0 | 0.0 |
| | Totals | 73 | 100.0 |

TABLE 17

PARTICIPANTS' ASSESSMENTS OF THE VALUE OF INSTRUCTIONAL MATERIALS

(Question: The Material Presented Seemed Valuable to Me)

| Response | | Distribution | Percentage |
|---|---|---|---|
| Strongly Agree | | 18 | 24.7 |
| Agree | | 48 | 65.8 |
| Undecided | | 2 | 2.7 |
| Disagree | | 5 | 6.8 |
| Strongly Disagree | | 0 | 0.0 |
| | Totals | 73 | 100.0 |

## TABLE 18

## PARTICIPANTS' ASSESSMENTS OF THE USEFULLNESS OF INSTRUCTIONAL MATERIALS

(Question: The Printed Materials That Were Provided Were Very Helpful)

| Response | Distribution | Percentage |
|---|---|---|
| Strongly Agree | 12 | 16.4 |
| Agree | 39 | 53.4 |
| Undecided | 13 | 17.8 |
| Disagree | 7 | 9.6 |
| Strongly Disagree | 2 | 2.7 |
| Totals | 73 | 99.9 |

## TABLE 19

## PARTICIPANTS' ASSESSMENTS OF NEW KNOWLEDGE LEARNED

(Question: I Have Not Learned Anything New)

| Response | Distribution | Percentage |
|---|---|---|
| Strongly Agree | 1 | 1.4 |
| Agree | 2 | 2.7 |
| Undecided | 3 | 4.1 |
| Disagree | 35 | 47.9 |
| Strongly Disagree | 32 | 43.8 |
| Totals | 73 | 99.9 |

## TABLE 20

## PARTICIPANTS' ASSESSMENTS OF THINKING STIMULATED BY TOPICS

(Question: I Was Stimulated To Think About The Topics Presented)

| Response | | Distribution | Percentage |
|---|---|---|---|
| Strongly Agree | | 19 | 26.0 |
| Agree | | 47 | 64.4 |
| Undecided | | 2 | 2.7 |
| Disagree | | 5 | 6.8 |
| Strongly Disagree | | 0 | 0.0 |
| | Totals | 73 | 99.9 |

## TABLE 21

## PARTICIPANTS' ASSESSMENTS OF THE LEVEL OF INFORMATION

| Response | | Distribution | Percentage |
|---|---|---|---|
| Too Advanced | | | |
| Strongly Agree | | 0 | 0.0 |
| Agree | | 3 | 4.1 |
| Undecided | | 4 | 5.5 |
| Disagree | | 46 | 63.0 |
| Strongly Disagree | | 20 | 27.4 |
| | Totals | 73 | 100.0 |
| Too Elementary | | | |
| Strongly Agree | | 2 | 2.7 |
| Agree | | 5 | 6.8 |
| Undecided | | 7 | 9.6 |
| Disagree | | 48 | 65.8 |
| Strongly Disagree | | 11 | 15.1 |
| | Totals | 73 | 100.0 |

## TABLE 22

## PARTICIPANTS' ASSESSMENTS OF CONTENT APPROPRIATENESS

(Question: The Content Was Not Really Applicable To The Important Problems In This Area)

| Response | Distribution | Percentage |
|---|---|---|
| Strongly Agree | 2 | 2.7 |
| Agree | 6 | 8.2 |
| Undecided | 5 | 6.8 |
| Disagree | 50 | 68.5 |
| Strongly Disagree | 10 | 13.7 |
| Totals | 73 | 100.0 |

## TABLE 23

## PARTICIPANTS' ASSESSMENTS OF PRACTICALITY OF CONTENT

(Question: Theory Was Not Related To Practice)

| Response | Distribution | Percentage |
|---|---|---|
| Strongly Agree | 2 | 2.7 |
| Agree | 7 | 9.6 |
| Undecided | 10 | 13.7 |
| Disagree | 44 | 60.3 |
| Strongly Disagree | 10 | 13.7 |
| Totals | 73 | 100.0 |

## Schedule

Some participants had critical comments regarding the Institute schedule. For example, twenty-seven percent of the participants agreed or strongly agreed with the statement "there was little time for informal conversation" (Table 24). Approximately 31 percent (Table 25) also indicated that "the schedule could have been more flexible."

Most of the participants indicated a general satisfaction with the schedule. Table 26 shows that 86.3 percent said their time was well spent. As further evidence of participant satisfaction, approximately 80 percent reported that their time was not spent on trivial matters (Table 27).

## Modified Behaviors and Outcomes

When the participants were asked if, as a result of Institute participation, they planned to modify their present or future work, 79 percent of them said "yes." Table 28 describes the nature and frequency of the most commonly identified modifications. Among the more frequently cited examples were increased use of community members on advisory groups, and the improvement of long range plans and improved programs for out-of-school youth and adults.

TABLE 24

PARTICIPANTS' ASSESSMENTS OF TIME AVAILABLE FOR INFORMAL CONVERSATION

(Question: There Was Little Time For Informal Conversation)

| Response | Distribution | Percentage |
|---|---|---|
| Strongly Agree | 1 | 1.4 |
| Agree | 19 | 26.0 |
| Undecided | 2 | 2.7 |
| Disagree | 41 | 56.2 |
| Strongly Disagree | 10 | 13.7 |
| Totals | 73 | 100.0 |

## TABLE 25

## PARTICIPANTS' ASSESSMENTS OF SCHEDULE FLEXIBILITY

(Question: The Schedule Should Have Been More Flexible)

| Response | Distribution | Percentage |
|---|---|---|
| Strongly Agree | 2 | 2.7 |
| Agree | 21 | 28.8 |
| Undecided | 18 | 24.7 |
| Disagree | 27 | 37.0 |
| Strongly Disagree | 5 | 6.8 |
| Totals | 73 | 100.0 |

## TABLE 26

## PARTICIPANTS' ASSESSMENTS OF TIME BEING WELL SPENT

(Question: My Time Was Well Spent)

| Response | Distribution | Percentage |
|---|---|---|
| Strongly Agree | 23 | 31.5 |
| Agree | 40 | 54.8 |
| Undecided | 7 | 9.6 |
| Disagree | 2 | 2.7 |
| Strongly Disagree | 1 | 1.4 |
| Totals | 73 | 100.0 |

## TABLE 27

## PARTICIPANTS' ASSESSMENTS OF TIME DEVOTED TO TRIVIAL MATTERS

(Question: Too Much Time Was Devoted To Trivial Matters)

| Response | Distribution | Percentage |
|---|---|---|
| Strongly Agree | 1 | 1.4 |
| Agree | 11 | 15.1 |
| Undecided | 3 | 4.1 |
| Disagree | 47 | 64.4 |
| Strongly Disagree | 11 | 15.1 |
| Totals | 73 | 100.1 |

# TABLE 28

## MODIFIED BEHAVIORS OF PARTICIPANTS BASED ON INSTITUTE ATTENDANCE

| Response | Distribution | Percentage |
|---|---|---|
| Increased Use of Community Groups on Advisory Committees | 14 | 19.1 |
| Improve Long Range Plans | 11 | 15.1 |
| Increased Emphasis on Programs For Out-Of-School Youth & Adults | 10 | 13.7 |
| Establish A Program for Drop Outs | 9 | 12.3 |
| Establish *Ad Hoc* Inner City/ Community Planning Group | 9 | 12.3 |
| Improve OJT Aspect of Work Experience Program | 7 | 9.6 |
| Improve Coordination of Occupational Programs With Colleagues | 6 | 8.2 |
| Reconsider an Area School | 4 | 5.5 |
| Develop Administration for Decentralizing Local District | 2 | 2.7 |
| Improve Cost/Benefit Practices | 1 | 1.4 |
| Totals | 73 | 99.9 |

# CHAPTER IV

# PARTICIPANTS' OPINIONS ON SELECTED TOPICS

In another approach to assessing changes in attitudes or opinions based on Institute attendance, participants were asked to respond to two separate evaluation forms. Form 1 solicited participants' opinions concerning vocational education. Form 2 ascertained their general beliefs on a wide range of selected topics. Both forms were administered at the beginning and again at the conclusion of the Institute. A T test was employed to determine the items of significance on each form. The data reported in this chapter is evaluated at the .05% or .01% level of significance. While the questions contained in the two forms do not comprehensively investigate the attitudes and opinions of participants, some aggregate generalities can be drawn.

Caution is urged in making judgments about any actual changes in participants' attitudes or opinions reported in this chapter. It is difficult to defend the validity or reliability of the evaluation forms to measure changes over so short a period as one week. For example, of the 68 separate items contained on the two evaluation forms, only eight items of statistical significance were identified.

## Opinions Concerning Vocational Education

There is evidence to suggest that the Institute tended to reinforce participants' previously held opinions concerning vocational education. On item 12, for example, many participants in the pre test expressed disagreement with the statement "the major purpose of the high school should be preparation of students for entrance into college." At the conclusion of the Institute, a statistically significant number (Table 29) strongly disagreed with the statement. Similarly, on question 16 "... the information provided in the college preparatory courses can be applied to more jobs than the information available in vocational education courses," participants shifted responses from disagreed to strongly disagreed.

Not unexpectedly, on question 19, "no area of education is more important than vocational education," participants are in agreement at the .01% level of significance. Furthermore, participants expressed strong disagreement at the .01% level of significance to question 29, "vocational education in rural areas is more important than vocational education in urban areas." This response is consistent with the participants' current employment location.

On question 36, "the vocational education curriculum provides a better preparation for more jobs than the college preparatory curriculum," most participants strongly agreed. Participants further reflected an expected bias by strongly disagreeing with question 34, "most students would not benefit from the job skill instruction offered in vocational education programs."

## General Beliefs

Form 2 contains 29 items and is designed to identify the general beliefs of participants. The instrument contains a pair of alternatives lettered a or b. Participants were asked to select one of the statements which they believed most strongly. It was hoped that the data would identify general response profiles and aggregate findings appropriate to the participant group.

While there are no "correct" answers to any question on Form 2, the training contractor did identify a preferable response for purposes of testing for significance.

Only two items (Table 30) on Form 2 proved statistically significant. Participants as a group overwhelmingly accepted the statement "there is really no such thing as luck." The second item of significance also deals with the topic of luck. Many participants believe that "becoming a success is a matter of hard work, luck has little or nothing to do with it."

In general, Form 2 did not prove particularly pertinent in ascertaining participants' general beliefs.

## TABLE 29

### PARTICIPANTS' OPINIONS CONCERNING VOCATIONAL EDUCATION EVIDENCING STATISTICAL SIGNIFICANCE* .

| Item | Description | T Score | Level |
|---|---|---|---|
| 19 | No area of education is more important than vocational education | 3.281 | .01% |
| 29 | Vocational education in rural areas is more important than vocational education in urban areas | 3.000 | .01% |
| 13 | Increased vocational education may be the answer to the problems of unemployment | 2.156 | .05% |
| 24 | Vocational education is one answer to youth unrest in this country | 2.156 | .05% |
| 34 | Most students would not benefit from the jobs skill instruction offered in vocational education programs | 2.156 | .05% |
| 36 | The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum | 2.141 | .05% |

*Based on T Score tables for 72 degrees of freedom at the .05% or .01% level

## TABLE 30

### PARTICIPANTS' GENERAL BELIEFS CONCERNING SELECTED ISSUES*

| Item | Description | T Score | Level |
|---|---|---|---|
| 18 | There is really no such thing as luck | 2.188 | .01% |
| 11 | Becoming a success is a matter of hard work, luck has little or nothing to do with it | 1.750 | .05% |

*Based on T Score tables for 72 degrees of freedom at the .05% or .01% level

## PART III

# EVALUATIVE REPORT, NINE MONTH FOLLOW-UP TEST

# ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

by:

Ralph K. Sylvester

Research Specialist and EPDA Fellow
Division of Vocational Education
University of California, Los Angeles

# PART III

## CONTENTS

Page

List of Tables . . . . . . . . . . . . . . . . . . . . . . . . 133

Introduction . . . . . . . . . . . . . . . . . . . . . . . . 135

Chapter

I. SUMMARY

Changes as a Result of Participation in the Institute . . . . . . . . . . . . . . . . . . . . 137
Profile of the Respondents . . . . . . . . . . . . . 137
Opinions of the Respondents on Vocational Education . . . . . . . . . . . . . . . . . . . 138
Follow-up Evaluation of the Institute . . . . . . . 138

II. PROFILE OF THE RESPONDENTS

Sex . . . . . . . . . . . . . . . . . . . . . . . . . 139
Age . . . . . . . . . . . . . . . . . . . . . . . . . 139
States Represented . . . . . . . . . . . . . . . . . 140
Position Title . . . . . . . . . . . . . . . . . . . 140
Highest Degree Obtained . . . . . . . . . . . . . . 142
Vocational Field . . . . . . . . . . . . . . . . . . 142

III. OPINIONS ON VOCATIONAL EDUCATION . . . . . . . . . 143

IV. EVALUATION OF THE INSTITUTE AFTER NINE MONTHS

Analysis of Evaluation Questions, Questions 1-15 . . . . . . . . . . . . . . . . 147
Attainment of Institute Objectives, Question 18 . . . . . . . . . . . . . . . . . . 149
Major Strengths of the Institute, Question 19 . . . . . . . . . . . . . . . . . . 149
Major Weaknesses of the Institute, Question 20 . . . . . . . . . . . . . . . . . . 149
What Would You Do Differently? Question 21 . . . . . . . . . . . . . . . . . . 150
Additional Comments, Question 22 . . . . . . . . . . . . . . . . . . 150
Would You Attend and Recommend the Institute? Questions 23-24 . . . . . . . . . . . . . . . . 151

CONTENTS (Continued)

Page

V. RESULTANT CHANGES IN ACTIVITIES AND COMMUNICATION

Modification in Work Resulting from Institute III, Question 16 . . . . . . . . . . . . . . . . . . . . . 152
Establishment of Communications, Question 17 . . . . . . . . . . . . . . . . . . . . . 157
Conclusions and Recommendations . . . . . . . . . . . . 158

## LIST OF TABLES

Table Page

1. States Represented . . . . . . . . . . . . . . . . . . . . 139
2. Position Title . . . . . . . . . . . . . . . . . . . . . . 140
3. Highest Degree Obtained . . . . . . . . . . . . . . . . . 141
4. Vocational Field . . . . . . . . . . . . . . . . . . . . . 141
5. Opinions on Vocational Education . . . . . . . . . . . . 143
6. Analysis of Evaluation, Questions 1-15 . . . . . . . . . 147
7. Resultant Implementations. . . . . . . . . . . . . . . . . 152

## INTRODUCTION

The intent of Part III is to use Chapters II, III, and IV to show the significant differences in the profiles, evaluation of the Institute, and opinions on vocational education that are exposed by comparing the analysis of the Institute (Part II) and the analysis of the follow-up questionnaires.

The style used in Chapters II, III, and IV is designed to present the data in as direct and parsimonious a fashion as possible. The intent is to clarify similarities and to make obvious the differences without the use of distracting narrative. The treatment of the changes resulting from the Institute is presented separately in Chapter V.

Recognition and appreciation is given for the assistance of Charles Johnson, Programmer.

Analysis of the follow-up data and the preparation of this report was undertaken by Mr. Ralph K. Sylvester, Institute Assistant and Research Specialist, Division of Vocational Education, University of California, Los Angeles.

# CHAPTER I

## SUMMARY

Part III records the data collected by a follow-up questionnaire sent out nine months after the Institute and makes comparisons to show resulting changes and implementations. There were 92 participants at Institute III; 73 of them completed all five pre and post tests and were thereby eligible for the follow-up questionnaire. Of the 73, there were 43 respondents to the follow-up.

### Changes as a Result of Participation in the Institute

Conservatively speaking, the lives of over two million people will be directly or indirectly influenced by the impact of Institute III on the participants. This is evidenced by two responses indicating the formation of coordinating councils in two large metropolitan areas, each of which includes a population of about 1.2 million people.

Including these two responses, there were 24 returns indicating implementations of 25 different types and 36 separate instances of positive action, in terms of the 25 variations, by the respondents. The positions of influence held by the respondents, and the implementations made, contribute to the conclusion that Institute III motivated significant and far reaching results in improving administrative coordination of vocational education in large metropolitan areas in the western United States.

Included in Chapter V of this Part III, is an outline of the formation of one of the coordinating councils mentioned above.

The Institute did not motivate the establishment of communication as well as it motivated implementations in activities. It did result in 12 positive returns indicating seven different types of communications initiated in a total of 14 instances.

### Profile of Respondents

The follow-up group's ratio of male to female was about 8:1 in comparison to the Institute's grouping of 11.5:1, still dominantly male.

The median age of both groups showed 44.5 years at the Institute, 43 years at the follow-up.

The follow-up group represents 14 of the 17 states in attendance at the Institute. California had the largest number of representatives, Colorado was in second place with about half as many participants. The two represented about 40% of the total number of participants at the Institute.

Nine months later, Colorado had the largest number of respondents and California about half that number. The two represent only about 34% of the total. Utah and Washington had the same number of respondents as California.

Directors, coordinators, and supervisors still dominated as they did at the Institute. They accounted for 60.8% at the Institute and 51.1% of the follow-up group.

The follow-up showed a slight increase of those with the Master's degree and a slight decrease of those with the Bachelor's degree when compared to the Institute attendance.

Trade and Industrial still is the largest group, but not as dominant as at the Institute; 14% as compared to 22.8%. Business, Industrial Arts, and Technical represented the next largest grouping with 10.5% each. These four groups represented 57.6% at the Institute and 45.5% in the follow-up.

## Opinions of the Respondents on Vocational Education

The follow-up indicated a firmness in the respondents' beliefs concerning vocational education as evidenced by the very small differences in the means calculated for both the pre-test and follow-up test items.

## Follow-Up Evaluation of the Institute

The evaluation nine months after Institute III showed very small changes in the opinions of the 43 follow-up respondents on the items concerning their perceptions relating to the post test evaluation.

The follow-up showed: the objectives of the Institute were slightly clearer, respondents were not quite sure of the value of the materials presented, the range of responses indicated that they were not sure that the objectives were met and want a report of final findings, the major strengths were reported as the same ones mentioned at the Institute, the same weaknesses were mentioned, respondents would have conducted the Institute much as it was conducted, additional comments were similar to those made previously, and the overwhelming majority stated that they would apply again for a similar Institute and would recommend that others like themselves attend.

A factor analysis of 15 items which were ranked on five levels, from strongly agree to strongly disagree, found no meaningful grouping of the responses by the follow-up group.

# CHAPTER II

## PROFILE OF THE RESPONDENTS

This chapter documents a comparative description of the Institute participants and the follow-up respondents in abbreviated form.

### Sex

Replies indicated 38 male and 5 female respondents, 88 1/3% and 11 2/3% respectively. This ratio of about eight to one showed the female respondents in a stronger position when compared to the ratio of 11.5:1 during the Institute, 92.3% and 8% respectively.

### Age

The respondents range in age was from 29 years to 64 years. The median of 43 years showed no significant change from the 44.5 years at the Institute.

TABLE 1

States Represented

| State | INSTITUTE Frequency | INSTITUTE Percent | FOLLOW-UP Percent | FOLLOW-UP Frequency | PERCENT CHANGE |
|---|---|---|---|---|---|
| 1. Colorado | 13 | 14.1 | 23.25 | 10 | + 9.1 |
| 2. California | 24 | 26.1 | 11.62 | 5 | -14.5 |
| 3. Utah | 6 | 6.5 | 11.62 | 5 | + 5.1 |
| 4. Washington | 9 | 9.8 | 11.62 | 5 | + 1.8 |
| 5. Arizona | 5 | 5.4 | 6.97 | 3 | + 1.6 |
| 6. Arkansas | 2 | 2.2 | 4.65 | 2 | + 2.4 |
| 7. Minnesota | 4 | 4.3 | 4.65 | 2 | + 0.3 |
| 8. Missouri | 2 | 2.2 | 4.65 | 2 | + 2.4 |
| 9. Nevada | 3 | 3.3 | 4.65 | 2 | + 1.3 |
| 10. Oklahoma | 4 | 4.3 | 4.65 | 2 | + 0.3 |
| 11. Oregon | 7 | 7.6 | 4.65 | 2 | - 3.0 |
| 12. Hawaii | 3 | 3.3 | 2.32 | 1 | - 1.0 |
| 13. Kansas | 1 | 1.1 | 2.32 | 1 | + 1.2 |
| 14. Texas | 3 | 3.3 | 2.32 | 1 | - 1.0 |
| 15. Louisiana | 1 | 1.1 | --- | -- | - 1.1 |
| 16. New Mexico | 1 | 1.1 | --- | -- | - 1.1 |
| 17. Wyoming | 1 | 1.1 | --- | -- | - 1.1 |
| 18. Washington, DC | 2 | 2.2 | --- | -- | - 2.2 |
| Totals | 92 | 100.1 | 99.94 | 43 | + 0.5 |

States Represented

Follow-up respondents represented 14 of the 25 western states. Colorado, California, Utah, and Washington accounted for 58.11% of these respondents. At the Institute, the only differences were: Oregon had more participants than Utah, and the top four states totalled 57.6% of all participants.

Colorado dominated the respondent group. This reverses the relative positions of California and Colorado when comparing the Institute with the follow-up group.

TABLE 2

Position Title

| Title | INSTITUTE<br>Frequency | <br>Percent | FOLLOW-UP<br>Percent | <br>Frequency | PERCENT CHANGE |
|---|---|---|---|---|---|
| Director | 27 | 29.3 | 20.9 | 9 | - 8.4 |
| Coordinator | 11 | 11.9 | 18.6 | 8 | + 6.7 |
| Supervisor | 18 | 19.6 | 11.6 | 5 | - 8.0 |
| Professor (Educ) | -- | -- | 9.3 | 4 | + 9.3 |
| Teacher | -- | -- | 9.3 | 4 | + 9.3 |
| Dean | 8 | 8.7 | 6.8 | 3 | - 1.9 |
| Program Specialist | -- | -- | 6.8 | 3 | + 6.8 |
| Principal | 2 | 2.2 | 4.6 | 2 | + 2.4 |
| Superintendent and Assistant | 5 | 5.4 | 4.6 | 2 | - 0.8 |
| Administrator | -- | -- | 4.6 | 2 | + 4.6 |
| No Answer | -- | -- | 2.3 | 1 | + 2.3 |
| Consultant | 3 | 3.3 | -- | - | - 3.3 |
| Counselor | 8 | 8.7 | -- | - | - 8.7 |
| Other | 10 | 10.9 | -- | - | -10.9 |
| Totals | 92 | 100.0 | 99.4 | 43 | - 0.6 |

Position Title

Directors, coordinators, and supervisors still dominated the group. There were still more directors than any other title, but the percentage of coordinators and supervisors reversed between the Institute and the follow-up. These three titles account for 60.8% of the Institute and 51.1% of the follow-up.

The majority of participants and follow-up respondents work at the policy and decision making level.

## TABLE 3

### Highest Degree Obtained

| Level of Attainment | INSTITUTE | | FOLLOW-UP | | PERCENT CHANGE |
|---|---|---|---|---|---|
| | Frequency | Percent | Percent | Frequency | |
| Bachelor | 9 | 9.8 | 4.6 | 2 | - 5.2 |
| Master | 59 | 64.1 | 69.8 | 30 | + 5.7 |
| Doctor | 18 | 19.6 | 18.6 | 8 | - 1.0 |
| Some College | 1 | 1.1 | --- | -- | - 1.1 |
| No Answer | 5 | 5.4 | 7.0 | 3 | + 1.6 |
| Totals | 92 | 100.0 | 99.0 | 43 | 0.0 |

## TABLE 4

### Vocational Field

| Area | INSTITUTE | | FOLLOW-UP | | PERCENT CHANGE |
|---|---|---|---|---|---|
| | Frequency | Percent | Percent | Frequency | |
| Administration | -- | -- | 19.3 | 11 | +19.3 |
| Trade & Industrial | 21 | 22.8 | 14.0 | 8 | - 8.8 |
| Business | 9 | 9.8 | 10.5 | 6 | + 0.7 |
| Industrial Arts | 9 | 9.8 | 10.5 | 6 | + 0.7 |
| Technical | 14 | 15.2 | 10.5 | 6 | - 4.7 |
| Distributive | 6 | 6.5 | 9.8 | 5 | + 3.3 |
| Agriculture | 5 | 5.4 | 7.0 | 4 | + 1.6 |
| Guidance | 7 | 7.6 | 7.0 | 4 | - 0.6 |
| Other | 13 | 14.1 | 5.3 | 3 | - 8.8 |
| Health | 2 | 2.2 | 3.5 | 2 | + 1.3 |
| Home Economics | 4 | 4.3 | 3.5 | 2 | - 0.8 |
| No Answer | 2 | 2.2 | -- | -- | - 2.2 |
| Totals | 92 | 99.9 | 100.9 | 57 | + 1.0 |

## Highest Degree Obtained

The largest percentage is still at the Master's degree level; there was a decrease in those with Bachelor's degrees, and the percentage with Doctorates was roughly the same.

## Vocational Field

Assuming the 14.1% in "Other" and 2.2% in "No Answer" at the Institute is balanced by the 19.3% in "Administration" at the follow-up; Trade and Industrial was still the largest group (14%) with Business, Industrial Arts, and Technical representing the next largest (each with 10.5%).

# CHAPTER III

## OPINIONS ON VOCATIONAL EDUCATION

This chapter is a comparison of the means of the responses to 39 questions on vocational education given in the pre-test at the Institute and also in the follow-up questionnaire nine months later.

The scale used was: (1) strongly agree, (2) agree, (3) undecided, (4) disagree, and (5) strongly disagree.

Table 5 indicates changes in the means and identifies whether the group response stayed the same, moved more toward stronger agreement (-), or moved toward stronger disagreement (+).

TABLE 5

Opinions on Vocational Education

| | ITEM | PRE | FOLLOW UP | CHANGE |
|---|---|---|---|---|
| 1. | No real benefit can be expected of vocational education courses. | 4.8 | 4.6 | -0.2 |
| 2. | Students capable of success in college should be discouraged from taking vocational education courses. | 4.5 | 4.5 | 0 |
| 3. | The importance of vocational education cannot be emphasized enough. | 1.6 | 1.8 | +0.2 |
| 4. | Failure to offer vocational education cannot be justified in a democratic society. | 1.5 | 1.6 | +0.1 |
| 5. | Vocational education is geared to the past. | 3.7 | 3.9 | +0.2 |
| 6. | The major function of the high school should be the preparation of students for entrance into college. | 4.6 | 4.5 | -0.1 |
| 7. | Vocational education should be offered only to students with low academic ability. | 4.8 | 4.7 | -0.1 |

| | ITEM | PRE | FOLLOW UP | CHANGE |
|---|---|---|---|---|
| 8. | The cost of training workers should not be borne by the public school system. | 4.1 | 4.2 | +0.1 |
| 9. | There is no place in secondary schools for vocational education. | 4.7 | 4.6 | -0.1 |
| 10. | Vocational education should be handled outside the academic school system -- in technical institutes or community colleges. | 4.2 | 4.3 | +0.1 |
| 11. | Increased emphasis on vocational education would not result in fewer dropouts. | 3.8 | 4.0 | +0.2 |
| 12. | Every high school graduate should be equipped with a salable skill. | 1.8 | 1.8 | 0 |
| 13. | Increased vocational education may be the answer to the problem of unemployment. | 2.1 | 2.2 | +0.1 |
| 14. | Academic educational courses are more useful than vocational courses to the average student. | 3.6 | 3.8 | +0.2 |
| 15. | No secondary school should be accredited unless it offers a comprehensive program of vocational education, given adequate funds. | 2.3 | 2.3 | 0 |
| 16. | The information provided in the college preparatory courses can be applied to more jobs than the information available in vocational education courses. | 3.9 | 3.7 | -0.2 |
| 17. | More students should be encouraged to enroll in vocational education programs. | 1.6 | 1.7 | +0.1 |
| 18. | Vocational Education is an educational frill. | 4.7 | 4.7 | 0 |
| 19. | No area of education is more important than vocational education. | 2.9 | 2.7 | -0.2 |
| 20. | Public expenditure of funds for vocational education is the best educational expenditure that can be made. | 2.5 | 2.5 | 0 |

| | ITEM | PRE | FOLLOW UP | CHANGE |
|---|---|---|---|---|
| 21. | The general education curriculum is the best preparation for entry into an occupation upon graduation from high school. | 3.9 | 4.1 | +0.2 |
| 22. | Vocational education courses are as important for college-bound students as they are for non-college-bound students. | 2.2 | 2.4 | +0.2 |
| 23. | The proportion of the school budget allocated to vocational education should be increased markedly. | 1.6 | 1.7 | +0.1 |
| 24. | Vocational education is one answer to youth unrest in this country. | 2.0 | 1.9 | -0.1 |
| 25. | Redistribution of present education funds to emphasize vocational education would probably yield a higher national per capita income. | 2.0 | 2.2 | +0.2 |
| 26. | Vocational education courses prepare students for many jobs which lack prestige. | 2.8 | 3.0 | +0.2 |
| 27. | All students should be enrolled in at least one vocational education class while in school. | 2.1 | 2.0 | -0.1 |
| 28. | Rural youths are being educationally short-changed due to inadequate vocational offerings. | 2.2 | 2.4 | +0.2 |
| 29. | Vocational education in rural areas is more important than vocational education in urban areas. | 4.1 | 4.0 | -0.1 |
| 30. | Currently employed rural vocational education teachers are less adequately prepared than vocational education teachers in general. | 3.2 | 3.2 | 0 |
| 31. | More inclusive preparation is required for vocational teachers in general than for rural vocational education teachers. | 3.2 | 3.3 | +0.1 |
| 32. | Only the non-college-bound need vocational education. | 4.5 | 4.4 | -0.1 |

| | ITEM | PRE | FOLLOW UP | CHANGE |
|---|---|---|---|---|
| 33. | Academic courses are applicable to a wider spectrum of jobs than vocational education courses. | 3.4 | 3.4 | 0 |
| 34. | Most students would not benefit from the job skill instruction offered in vocational education programs. | 4.3 | 4.2 | -0.1 |
| 35. | Vocational education courses are beneficial primarily for those who are terminating their education at the end of high school. | 3.5 | 3.7 | +0.2 |
| 36. | The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum. | 2.3 | 2.3 | 0 |
| 37. | Vocational education courses provide learning experiences geared to individual needs better than academic courses. | 2.0 | 2.2 | +0.2 |
| 38. | Vocational education programs help keep the potential dropout in school. | 1.9 | 2.0 | +0.1 |
| 39. | Vocational training is not as valuable to society as training for the professions. | 4.3 | 4.2 | -0.1 |

The greatest change was ±0.2 showing that the group's average response changed very little. This indicated a firmness in the respondents' beliefs concerning vocational education.

## CHAPTER IV

## EVALUATION OF THE INSTITUTE AFTER NINE MONTHS

The comparisons in this chapter are based upon the responses to the post-test, at the time of the Institute; and the follow-up questionnaire. The items responded to were identical in both tests.

In Table 6, negative change in means (-) shows the group responses to that item tended to move towards stronger agreement. The positive changes (+) indicate movement towards stronger disagreement. For both tests, the scale used was: (1) strongly agree, (2) agree, (3) undecided, (4) disagree, and (5) strongly disagree.

TABLE 6

Analysis of Evaluation Questions

| | | Percent of Responses | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ITEM | | 1.SA | 2.A | 3.? | 4.D | 5.SD | NA | Mean |
| 1. The objectives of Institute III are still clear to me. | I | 5.5 | 62.0 | 8.2 | 19.2 | 5.5 | | 2.6 |
| | F | 20.9 | 51.2 | 16.3 | 9.3 | 2.3 | | 2.2 |
| | C | +15.4 | -10.8 | +8.1 | -9.9 | -3.2 | | -.4 |
| 2. The objectives of Institute III were not realistic. | I | 1.4 | 5.5 | 21.9 | 58.9 | 12.3 | | 3.8 |
| | F | - | 11.6 | 23.3 | 44.2 | 20.9 | | 3.7 |
| | C | -1.4 | +6.1 | +1.4 | -14.7 | +8.6 | | -.1 |
| 3. The objectives of this Institute were not the same as my objectives. | I | 1.4 | 16.4 | 16.4 | 60.3 | 5.5 | | 3.6 |
| | F | 2.3 | 16.3 | 18.6 | 55.8 | 7.0 | | 3.5 |
| | C | +0.9 | -9.1 | +2.2 | -4.5 | +1.5 | | -.1 |
| 4. I did not learn anything new at the Institute. | I | 1.4 | 2.7 | 4.1 | 47.9 | 43.8 | | 4.3 |
| | F | 2.3 | 7.0 | 2.3 | 58.1 | 30.2 | | 4.1 |
| | C | +0.9 | +4.3 | -1.8 | +10.2 | -13.6 | | -.2 |
| 5. The material presented has been valuable to me. | I | 24.7 | 65.8 | 2.7 | 6.8 | 0.0 | | 1.9 |
| | F | 20.9 | 53.5 | 16.3 | 4.7 | 4.7 | | 2.2 |
| | C | -3.8 | -12.3 | +13.6 | -2.1 | +4.7 | | +.3 |
| 6. I could have learned as much by reading a book. | I | not available | | | | | | |
| | F | 2.3 | 9.3 | 11.6 | 60.5 | 16.3 | | |
| | C | | | | | | | |

| ITEM | | Percent of Responses | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 1.SA | 2.A | 3.? | 4.D | 5.SD | NA | Mean |
| 7. The information presented was too elementary. | I | 2.7 | 6.8 | 9.6 | 65.8 | 15.1 | | 3.8 |
| | F | 2.3 | 2.3 | 7.0 | 79.1 | 9.3 | | 3.9 |
| | C | -0.4 | -4.5 | -2.6 | +13.3 | -5.8 | | +.1 |
| 8. As I look back, the speakers really knew their subjects. | I | 17,8 | 58.9 | 13.7 | 9.6 | 0.0 | | 2.2 |
| | F | 16.3 | 72.1 | 9.3 | 2.3 | 0.0 | | 2.0 |
| | C | -1.5 | +13.2 | -4.4 | -7.3 | 0.0 | | -.2 |
| 9. As I look back, the group discussions were excellent. | I | 26.0 | 46.6 | 19.1 | 6.8 | 1.4 | | 2.1 |
| | F | 23.3 | 51.2 | 20.9 | 2.3 | 2.3 | | 2.1 |
| | C | -2.7 | +4.6 | +1.8 | -4.5 | +0.9 | | 0 |
| 10. My time was well spent. | I | 31.5 | 54.8 | 9.6 | 2.7 | 1.4 | | 1.9 |
| | F | 30.2 | 53.5 | 11.6 | 4.7 | 0.0 | | 1.9 |
| | C | -1.3 | -1.3 | +2.0 | +2.0 | -1.4 | | 0 |
| 11. The Institute met my expectations. | I | 17.8 | 61.6 | 9.6 | 9.6 | 1.4 | | 2.2 |
| | F | 18.6 | 60.5 | 9.3 | 9.3 | 0.0 | 2.3 | 2.1 |
| | C | +0.8 | -1.1 | -0.3 | -0.3 | -1.4 | | -.1 |
| 12. Too much time was devoted to trivial matters. | I | 1.4 | 15.1 | 4.1 | 64.4 | 15.1 | | 3.8 |
| | F | 2.3 | 9.3 | 4.7 | 74.4 | 9.3 | | 3.8 |
| | C | +0.9 | -5.8 | +0.6 | +10.0 | -5.8 | | 0 |
| 13. The information presented at the Institute was too advanced. | I | 0.0 | 4.1 | 5.5 | 63.0 | 27.4 | | 4.1 |
| | F | 0.0 | 0.0 | 4.7 | 76.7 | 18.6 | | 4.1 |
| | C | 0.0 | -4.1 | -0.8 | +13.7 | -8.8 | | 0 |
| 14. The content was not readily applicable to the important problems in this area. | I | 2.7 | 8.2 | 6.8 | 68.5 | 13.7 | | 3.8 |
| | F | 2.3 | 16.3 | 11.6 | 58.1 | 11.6 | | 3.6 |
| | C | -0.4 | +8.1 | +4.8 | -10.4 | -2.1 | | -.2 |
| 15. The printed materials that were provided were very helpful. | I | 16.4 | 53.4 | 17.8 | 9.6 | 2.7 | | 2.3 |
| | F | 9.3 | 58.1 | 25.6 | 7.0 | 0.0 | | 2.3 |
| | C | -7.1 | +4.7 | +7.8 | -2.6 | -2.7 | | 0 |

The greatest changes in the means of the group responses were -0.4 and +0.3. The -0.4 indicated that the follow-up group had a slightly clearer understanding of the objectives of the Institute. The +0.3 showed a slightly smaller belief in the value of the material presented.

The above are very slight changes in the group's concepts. Changes indicated for the remaining items are even less significant.

A factor analysis found no meaningful grouping of these 15 items on the follow-up questionnaire.

## Questions 16 and 17

Questions 16 and 17 are treated separately in Chapter V in order to focus attention on the implementations resulting from participation in the Institute.

## Question 18

The responses to whether the objectives of the Institute were attained indicated a range from, "I have forgotten what they were.," to, "all the objectives were attained to a high degree." One said the long-range objectives were probably not being met. Two commented that the need for coordination was shown very well. Two more remarked that they were provided valuable insights to the problems of coordination. Four said they had forgotten the objectives. Four others mentioned that the objective of providing for the sharing of ideas, problems, and approaches was met in an excellent manner. Those who said all the objectives were met used the following adjectives: fully (1), high degree (1), great extent (1), very well (3), satisfactorily (3), reasonably (1), moderately (2), somewhat (2), very little (2). In general, these responses were very similar to the post-test results.

## Question 19

The major strength of the Institute query elicited responses which proved to be extremely similar to those given at the time of the Institute: opportunity to share and exchange information, solutions and problems, and working together in small groups. Next to these major strengths: the speakers, the Institute staff, and the organization of the program. Other comments on the strength of the Institute were: use of the critique, calibre and experience of the participants, the breadth of coverage for new people in the field, and Melvin L. Barlow.

## Question 20

The question on the major weaknesses of the Institute brought an extremely wide range of answers. Many were opposites such as "too long" and "too short."

Only the responses which were received from more than one participant follow: no weaknesses (5), not enough small group time (4), lack of trained small group leaders (3), mixing lunch and the major speeches (3), confusion of goals (2), we talked to ourselves again (2), and no reports have been sent to the participants (2).

The range of the responses and the small number of duplicate ones evidenced the fact that the reaction was about the same as in the post-test at the Institute.

## Question 21

The question, "If you were asked to conduct a similar institute, what would you do differently from what was done in Institute III?" brought a wide range of responses but none too different from those made at the time of the post-test. There were 45 responses to 24 different suggestions: would have more small group meetings (4), would do very little differently (4), would identify problem areas and concentrate the program's direction to their solutions (3), would group participants by areas and states (3), would have fewer Californians (3), would have a half day off (3), and would have more structuring in the small group meetings (3).

Comparing these responses to the post-test responses proved that opportunity to change anything initiates a wide range of options.

## Question 22

No comparisons are given on the "additional comments"

1. "Grand old men" are great but there are new and refreshing ideas held by some others, even some outside the field
2. Dominated by Trade and Industrial people and the "West Coast"
3. Luncheon arrangement allowed morning and evening freedom without loss of meeting time
4. It was informative but no change came from it
5. It was very well organized and smooth, fine leadership and speakers
6. Certainly of value, but I hope we don't expect too much from five days of talking to ourselves
7. I came away well rewarded, thanks!
8. I felt the selection of topics was excellent
9. Experienced no hesitancy of participants in the group sessions to "jump-in" the discussions
10. The steering of thinking was stimulating
11. Home economists should have been better represented
12. The mechanics, arrangements, facilities, and program were excellent
13. Well worthwhile, it exceeded my expectations

14. It was a very meaningful experience for me as a person new to this area of work

15. OK, for a rush job

16. The level of participants effects the follow-through -- this should be a selection factor where possible

17. These are the types of things that are most beneficial to educators

18. Maybe it was too long

19. Our large cities are small compared to many states and our problems may be a little different than those posed in the Institute

Questions 23 and 24

These questions asked if they would apply for Institute III if they had it to do over again and if they would recommend that others like themselves attend if it were to be held again.

The tally of the follow-up group was the same for both questions: Yes, 79.0%; No, 4.7%; Uncertain, 11.6%; and no answer, 4.7%.

The tally at the time of the post test was 85% yes to both questions.

# CHAPTER V

## RESULTANT CHANGES IN ACTIVITIES AND COMMUNICATIONS

This chapter deals with two questions from the questionnaire which had to do with improvements in activities and communications as a result of participation in the Institute.

TABLE 7

Resultant Implementations

| Item: Follow-up questionnaire item | | INSTITUTE Frequency | INSTITUTE Percent | FOLLOW-UP Percent | FOLLOW-UP Frequency |
|---|---|---|---|---|---|
| 16. As a result of your participation in Institute III, have you modified your present work? | Yes | 57 | 79.2 | 55.8 | 24 |
| | No | 15 | 20.8 | 44.2 | 19 |
| | Total | 72 | 100.0 | 100.0 | 43 |
| 17. As a result of your contacts with the participants and consultants of the Institute, have you established a means of exchanging information with any of them: | | | | | |
| | Yes | -- | -- | 27.9 | 12 |
| | No | -- | -- | 72.1 | 31 |
| | Total | -- | -- | 100.0 | 43 |

### Question 16

The actual modifications as a result of attendance at the Institute which were reported are impressive in scope and significance. Several reported more than one change had been instituted. Reporting on the 24 positive returns, 25 different changes were made in a total of 36 instances.

Reported by one respondent

1. Developed apprentice workshops for counselors and teachers

2. Arranged meetings with other metropolitan vocational directors
3. Met with other districts to avoid duplication of programs
4. Administrative decisions implemented along problem lines, not geographic
5. Obtained more outside funds
6. Developing a vocational teacher training program
7. Established coordination with secondary vocational education administration
8. Changed 10th grade orientation to include exploration
9. Started vocational orientation in the junior high schools
10. Increased advisement of students in job planning
11. Included more sensitivity to minorities in plan for guidance
12. Developed and instituted systems approach to vocational education
13. Revised organizational chart for greater district use of coordinating agencies
14. Now using job opening matrix technique
15. Improved physical facilities and acquired new buildings
16. Developed stronger faculty participation in decision making

Reported by two respondents

1. Arranged for more community involvement
2. Increased efforts to be informed of programs
3. Developed five year plan
4. Made course construction more flexible

5. Working more closely with district personnel

6. Decided to change position to one of more leadership potential

*7. Developed and instituted a coordinating committee on occupational education in large metropolitan area

Reported by three respondents

1. Improved administrative procedures

2. Improved planning (more realistic)

The following is a reproduction of the material received, from the participant noted, with identifying names and locations deleted.

> "I have received many inquiries about the . . . Metropolitan Council on Occupational Education. In order to answer the inquiries it was necessary to group all information requested into one report. It is hoped the following will provide information to assist you in implementing a council in your metropolitan area.
>
> How the Council was initiated:
>
> A letter, indicating interest by a few educators to meet on a regular basis, was sent to all non-profit agencies involved in occupational training. The letter invited all interested agencies to send a representative to a meeting at the Metropolitan Junior College District office for the purpose of discussing the formation of a council. The following is a quote from the letter:
>
>> 'Goals for the council might be:
>> (1) development of a directory of educational agencies, the programs

---

*Information was received from one of the participants on the coordinating council formed. The participant's position is that of the Director of Vocational-Technical Education in a large metropolitan area with a population of about 1.2 million. The area includes two adjacent major cities, each in a different state.

> they offer and their long-range plans; (2) dissemination of occupational survey data among the council members; (3) monthly discussions of successful programs and methods; (4) quarterly reviews of legislation affecting occupational education by our representatives.'

A majority of the agencies sent representatives to the first meeting. A free discussion was held on the need for the council and the outcome of the meeting was:

1. An informal council would be implemented with meetings to be held monthly at the most appropriate facility for the topic to be discussed.

2. The council would operate without a budget and the participating agencies would donate services required by the projects undertaken.

3. The next meeting would be devoted to selecting goals for the council and a program calendar for the year.

Goals and projects:

The first three meetings were devoted to discussing common problems. The broad goal-coordination of occupational education activities was accepted. An analysis of the problems provided the following topics for discussion at the monthly meetings:

1. educational directory
2. skill survey
3. occupational orientation
4. JOBS program
5. promotion with service agencies
6. promotion with news media
7. teacher training
8. program limitations
9. better methods of promotion
10. legislators

Projects completed:

The October meeting provided for a discussion and review of projects undertaken by the schools regarding occupational orientation. Projects in the planning stage were discussed.

The November meeting focused on the JOBS program. Representatives from the National Alliance of Businessmen presented the program, outlining their role in the community, goals, accomplishments and present activities.

The Concentrated Employment (CEP) staff hosted the December meeting. The program included a tour of their facility; a discussion on their role in providing services to the unemployed, their sample work program and follow-up system.

Projects in process

A subcommittee is presently engaged in writing a proposal which will request funding from . . . State Departments of Education for an occupational needs survey of the metropolitan area. The directors of vocational education from both states have given verbal approval for funding the project.

A subcommittee is also working on the development of an educational directory. The directory will contain:

title page, preface (purpose of the organization and philosophy), acknowledgements, table of contents, information on how to use the directory, alphabetical index of members including addresses and phone numbers, descriptive sections of educational agencies (administrators, addresses, phone numbers, persons to contact for program information, occupational programs, program objectives, level of program, length of program, program capacity, programs in planning stages, eligibility criteria, cost and enrollment procedures.) All the public schools have cooperated in providing the data for the directory. Data for the hospital training programs was provided by the area hospital association.

The directory and data from the survey will be used in planning future programs. The directory will also be available for use by the counselors and industries in determining training opportunities in the metropolitan area. It is hoped the personnel departments will use the directory as a source of information for recruiting skilled craftsmen and technicians.

The February meeting is being planned as an informational meeting for representatives of the news media. The program will provide an opportunity for these representatives to become aware of the growth of occupational training programs during the decade of the 60's, plans for the 70's and problems faced in providing for the needs of the community. Of course, as a result of this meeting, we want publicity.

Agencies represented on the Council:

University, Junior College, County Community College, Metropolitan Junior College District, Area Vocational-Technical Center, Technical Center, Area Vocational-Technical School, The comprehensive high schools of the area, Model Cities, Human Resources Corporation, Black Economic Union, National Alliance of Businessmen, State Employment Security, Mid-America Council on Governments, and the Regional Vocational-Technical Office (USOE)."

### Question 17

The Institute was not as fortunate in motivating the establishment of means of exchanging information as it was in modifying actions. It did, however, result in 12 positive returns indicating seven different implementations in a total of 14 instances.

Reported by one respondent

1. Requested and received information from HEW
2. Exchanged information on occupational survey techniques

Reported by two respondents

1. Exchanged program descriptions
2. Exchanged guides, forms, plans, and procedural information
3. Added names to their own mailing list

Reported by three respondents

1. Exchanged course outlines and other curriculum material
2. Organized a communications network

## Conclusions and Recommendations

The Institute did accomplish its major objective of motivating key personnel in vocational education to act as "change agents." Twenty-six percent of them made some 25 different types of improvements in coordination, planning, and administration in a total of 36 instances. These are considered to be extremely significant because of the large number of persons affected. This is partially evidenced by the fact that at least two metropolitan areas, each with over 1.2 million in population, have new coordinating councils for occupational education primarily as a result of a key administrator's attendance at Institute III. There were 34 other implementations.

The attempt to change beliefs and opinions on selected topics of a general nature and on vocational education were not too successful. For example, the Institute reinforced opinions on vocational education which were held by the participants when they arrived, but did not change them to any extent.

The majority of participants were satisfied with the Institute, would attend a similar one, and would recommend that others like themselves attend.

It is recommended that more institutes of this calibre be originated and repeated in all the major regions of the United States in such a fashion as to allow attendance by a greater number of key personnel. They should be operated on an annual continuing basis in order that awareness of the need for coordination in a rapidly changing society is not allowed to lose its effectiveness. The main objective should be the creation of "change agents" in vocational education whose main concern is keeping education relevant.

# APPENDIX

# ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

## Institute III

El Cortez Hotel, San Diego, California April 12-17, 1970

## Roster of Participants

Ellen Abbott
Grossmont Union High School Dist.
La Mesa, California

William W. Ball
Instruction
Distributive Education
Cherry Creek Schools
Englewood, Colorado

*Carl Bartel
Professor
Industrial-Technical Education
Arizona State University
Tempe, Arizona

Louis J. Bazzetta
Coordinator
Industrial Education
Tucson Public Schools
Tucson, Arizona

Paul C. Bennewitz
State Supervisor
Office & Distributive Education
Department of Vocational Education
Phoenix, Arizona

Robert J. Bethel
Coordinator
Vocational Education
San Diego Unified School District
San Diego, California

Arthur A. Binnie
Director
Vocational Education
Green River Community College
Auburn, Washington

*Lee Bodkin
Regional Coordinator
Vocational Education
State Department of Education
Oakland, California

Sizemore Bowlan
Director
Vocational-Technical & Continuing Education
Oklahoma City Public Schools
Oklahoma City, Oklahoma

Nathan E. Brundridge
Assistant Director
Area Vocational School
Mesa College
Grand Junction, Colorado

Jay J. Campbell
Deputy Superintendent
Office of Vocational-Technical Education
State Board of Education
Salt Lake City, Utah

Robert J. Cook
Coordinator of Instruction
Los Angeles Southwest College
Los Angeles, California

Joseph A. Corey
Teacher-Educator
Distributive Education
Colorado State College
Greeley, Colorado

*J. Doug Cronin
Consultant
Industrial Education
California Community Colleges
Sacramento, California

John E. de Beck
Occupational Resource Teacher
San Diego Unified School District
San Diego, California

Rosamond R. Demman
Specialist
Vocational Education
Salt Lake City Board of Education
Salt Lake City, Utah

Ruth R. Denney
Supervisor of CVAE
Houston Independent School District
Houston, Texas

Betty DeVaney
Special Instructor
Vocational Home Economics Department
Denver Public Schools
Denver, Colorado

J. Alan Duncan
Director
Occupational Education
Seattle Public Schools
Seattle, Washington

W. K. Dunton
Assistant Superintendent
Vocational-Technical Education
Special School Dist. of St. Louis City
Rockhill, Missouri

Charles W. Easley
State Director
Technical Industrial Education
State Department of Education
Little Rock, Arkansas

Richard A. Froese
Director
Occupational Education
Phoenix Union High School District
Phoenix, Arizona

Donald W. Gallacher
Curriculum Coordinator
Industrial Arts & Trade-Industrial Education
Seattle Public Schools
Seattle, Washington

*Lawrence A. Garetto
Assistant Supervisor
Trade-Technical Teacher Education
University of California
Los Angeles, California

Marion B. Gentry
Acting Dean
Occupational Preparation
Long Beach City College
Long Beach, California

Kenneth Govaerts
Program Grants Officer
Head, Civil Architecture and Industrial Technology
Oklahoma State University
Oklahoma City, Oklahoma

Bryon E. Graber
Principal
School District No. 1
Denver, Colorado

Charles W. Grant
Consultant
Research and Evaluation
Vocational Education
Los Angeles Community Colleges
Los Angeles, California

Lee C. Gresser
Executive Program Director
Hennepin County Area Vocational-
Technical School District #287
Minneapolis, Minnesota

G. Dale Gutcher
Project Co-Director
Colorado State University
Fort Collins, Colorado

Clinton R. Hamann
Coordinator
Vocational Education
San Diego Community Colleges
San Diego, California

Amy Heintz
Supervisor
Home Economics Education
State Department of Education
Carson City, Nevada

*Ray Hernandez
Consultant
Vocational Education
California Community Colleges
Oakland, California

Glenn E. Hill
Curriculum Vice President
Washington High School
Portland, Oregon

Thomas W. Hodgson
Director
Industrial Arts
Seattle Public Schools
Seattle, Washington

Arch H. Jefferies
Vocational Coordinator
Manual High School
Denver Public Schools
Denver, Colorado

*Franklin P. Johnson
Dean of Instruction
Los Angeles Trade-Technical College
Los Angeles, California

Ronald Kaiser
Dean
Occupational Education
Clackamas Community College
Oregon City, Oregon

George W. Kalman
Supervisor
Service Occupations & Work Experience
Portland School District #1
Portland, Oregon

Kenichi K. Kamimura
Associate Dean
Vocational-Technical Education
University of Hawaii
Honolulu, Hawaii

Frank N. Kanzaki
Program Specialist
Industrial Arts
Department of Education
Honolulu, Hawaii

Troy D. Kemper
Assistant Director
Business and Distributive Education
Seattle Public Schools
Seattle, Washington

Karl W. Kolb
Executive Director
California State Advisory Council on
Vocational Education
Sacramento, California

*Ernest G. Kramer
State Director
Vocational Education
Olympia, Washington

*Bryant Lane
Director
Occupational Preparation
San Francisco Unified School District
San Francisco, California

Sterling B. Larson
Executive Secretary
State Advisory Council
Cheyenne, Wyoming

Otto P. Legg
Senior Program Officer
Planning & Evaluation Branch
U.S. Office of Education
Washington, D.C.

Charles J. Mackey
Executive Director
Adult, Vocational & Practical Arts Education
Denver Public Schools
Denver, Colorado

Dwight A. Marshall
Dean
College of General & Technical Studies
University of Nevada
Las Vegas, Nevada

**Jane Y. Mills
Regional Supervisor
Bureau of Homemaking Education
State Department of Education
Sacramento, California

Jesse D. Morphew
Coordinator
Occupational Education
San Diego, California

Raymond V. Nord
Director
Vocational, Technical, & Industrial Education
Minneapolis Public Schools
Minneapolis, Minnesota

James C. O'Gara
Director
Vocational Education
School District No. 1
Portland, Oregon

Ed Ottum
Administrative Assistant
Secondary Education
Seattle Public Schools
Seattle, Washington

E. Charles Parker
Principal
Board of Education
Salt Lake City, Utah

Gail J. Phares
Dean
Applied Sciences
Metropolitan State College
Denver, Colorado

Gaylord Pitts
Area Manpower Analyst
Department of Human Resources Development
Los Angeles Metropolitan Area
Los Angeles, California

***James O. Plusch
Director
Occupational Preparation
Long Beach Unified Schools
Long Beach, California

Gordon F. Quiller
Associate Professor of Education
Coordinator of Graduate Studies
Colorado State University
Fort Collins, Colorado

*Lee W. Ralston
Administrator in Vocational Education
Los Angeles County Schools
Los Angeles, California

Marvin Rasmussen, Director
Special Secondary Vocational Programs
Oregon Board of Education
Salem, Oregon

Bruce A. Reinhart
Assistant Professor
School of Education
University of California
Los Angeles, California

Henry M. Reitan
Associate Director
Center for Community College Development
University of Washington
Seattle, Washington

Al L. Ringo
Coordinator
Special Programs
Oregon Board of Education
Salem, Oregon

Britton Ryan
Assistant Superintendent
Houston Industrial School District
Houston, Texas

Walter Sawrie
Supervisor
Industrial and Vocational Education
Little Rock Public Schools
Little Rock, Arkansas

William J. Schill
Associate Professor
College of Education
University of Washington
Seattle, Washington

Oscar H. Schuette
Division of Business Education
Metropolitan State College
Denver, Colorado

*Paul G. Sciranka
Supervisor
Trade-Technical Teacher Education
University of California
Berkeley, California

Grant Smart
Chairman
Inter-Disciplinary Curriculum for Vocational Education
Salt Lake City Board of Education
Salt Lake City, Utah

Thomas J. Smith
Assistant Superintendent
Administration
Board of Education
Oklahoma City Public Schools
Oklahoma City, Oklahoma

Harold A. Specht
Chairman
Citizens' Advisory Committee
Minneapolis, Minnesota

*William B. Steinberg
Director
Vocational Education
San Diego Community Colleges
San Diego, California

Joseph Stephenson
Former Director
San Diego Junior Colleges
San Diego, California

Harvey G. Thiel
Administrator
Field Services, Vocational-Technical Education
State Department of Education
Carson City, Nevada

Jimmie F. Thrash
Director
Adult Education
Oklahoma City Public Schools
Oklahoma City, Oklahoma

David R. Turner
Coordinator
Vocational Education
Mapleton Public Schools
Denver, Colorado

Walter E. Ulrich, Jr.
Administrator
Division of District Programs
State Board of Education
Salt Lake City, Utah

Del Valdez
Area Vocational Counselor
Albuquerque Public Schools
Albuquerque, New Mexico

C. Dale Walkup
Supervisor
Denver Public Schools
Denver, Colorado

Donald J. Welsh
Director
Vocational-Technical Education
Metropolitan Junior College District
Kansas City, Missouri

J. B. Whiteley
Assistant Superintendent
Houston Independent School District
Houston, Texas

Claudius Wilken
Supervisor
Industrial Education
City Hall
St. Paul, Minnesota

Jack Wilson
Project Officer
Division of Comprehensive and Vocational Education Research
U.S. Office of Education
Washington, D.C.

Ronald C. Wingfield
Instructor
Adult Basic and General & Aviation Education
Hutchinson Community Junior College
Hutchinson, Kansas

Marcile N. Wood
Coordinator
Consumer and Special Needs
Colorado State University
Fort Collins, Colorado

William G. Young
Supervisor
Industrial Education
Orleans Parish School Board
New Orleans, Louisiana

Bruno Zachary
Staff Assistant
Occupational Preparation
San Francisco Unified School District
San Francisco, California

Alfred Zammit
Coordinator
Business Education
Tucson Public Schools
Tucson, Arizona

Lawrence F. H. Zane
Director
EPDA Graduate Fellowship Program for Prospective Community College Faculty
College of Education
University of Hawaii
Honolulu, Hawaii

Robert E. Zertanna
Dean
Portland Community College
Portland, Oregon

*Group Leaders **Peripatetic Reviewer
***Peripatetic Reviewer, Panel Member

---

## Institute Staff

Melvin L. Barlow
Institute Director
Director, Division of Vocational Education
Professor, School of Education
University of California
Los Angeles, California

+J. Lyman Goldsmith
Institute Co-Director
Director, Occupational Education Branch
Los Angeles City Unified School District
Los Angeles, California

Patrick J. Weagraff
Institute Assistant
Research Assistant, Division of Vocational Education
University of California
Los Angeles, California

Ralph K. Sylvester
Institute Assistant
Research Assistant, Division of Vocational Education
University of California
Los Angeles, California

Nancy J. Goff
Institute Manager
Division of Vocational Education
University of California
Los Angeles, California

Howard A. Campion
Topic Consultant
Independent Consultant and Lecturer
Los Angeles, California

Samuel L. Fick
Topic Consultant
Retired Chief, Bureau of Trade and Industrial Education
California State Department of Education
Independent Consultant
Los Angeles, California

+ Not in attendance

## ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

### Institute III

El Cortez Hotel, San Diego, California
April 12-17, 1970

---

### Resource People

Leon P. Minear
Director
Division of Vocational Education
U.S. Office of Education
Washington, D. C.

Peter Getzoff
Program Director
School Industry Program
Greater Los Angeles Urban Coalition
Los Angeles, California

INITIATOR:

Richard S. Nelson, Chief
Program Operations Unit
Vocational Education Section
California State Department of Education
Sacramento, California

FINANCIAL ANALYST & SPEAKER:

Roland M. Boldt, Chief
Program Service & Evaluation Unit
California State Department of Education
Sacramento, California

FINANCIAL ANALYSTS:

C. Kent Bennion, Director
Adult, Vocational & Library Programs
U.S. Regional Office of Education
San Francisco, California

Erick L. Lindman, Professor
School of Education
University of California
Los Angeles, California

MASTER OF CEREMONIES:

Leland P. Baldwin
Assistant Chancellor
Vocational Education
California Community Colleges
Sacramento, California

Allison J. McNay
School and College Relations
Standard Oil Company of California
San Francisco, California

MASTER OF CEREMONIES (Cont.):

C. Allen Paul, Dean
Technical Vocational Education
Grossmont Junior College
El Cajon, California

Charles W. Patrick
Associate Superintendent
San Diego Community College
San Diego, California

SPEAKERS:

C. F. McMenamy, Engineer
Research & Engineering
General Dynamics - Convair
San Diego, California

Eldridge W. Reese
Education and Training
The Management Council
Los Angeles, California

Wesley P. Smith
State Director of Vocational Education
California State Department of Education
Sacramento, California

Martin Stone
Chairman of the Board for Monogram Industries; and
Chairman, Greater Los Angeles Urban Coalition

Western States Institute III

# ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

Presented by:

Division of Vocational Education
University of California

in
cooperation with

Colorado State University
Fort Collins

April 12-17, 1970

El Cortez Hotel
San Diego, California

## MONDAY, APRIL 13, 1970

Topic: "Vocational Education in Metropolitan Areas"

Topic Consultant: HOWARD A. CAMPION

| | | | |
|---|---|---|---|
| 9:00 a.m. | GENERAL ASSEMBLY | Chairman: | MELVIN L. BARLOW<br>Institute Director |
| | Welcome from Colorado State University . . . . . . . | | G. DALE GUTCHER<br>Project Co-Director |
| | (Pre-Evaluation) | | |
| 10:00 a.m. | Coffee Break | | |
| 10:15 a.m. | Vocational Education in Metropolitan Areas, A National Concern. . . | | LEON P. MINEAR<br>Director, Division of Vocational-Technical Education<br>U.S. Office of Education |
| 11:00 a.m. | Initiator Panel | | MELVIN L. BARLOW, HOWARD A. CAMPION, SAMUEL FICK, RICHARD NELSON, AND PATRICK WEAGRAFF |
| 12:00 noon | LUNCHEON | | |
| | Master of Ceremonies. . . . . . | | ALLISON J. McNAY<br>Coordinator of School and College Relations for Standard Oil Company;<br>Chairman, California Advisory Council on Vocational Education |
| | Speaker . . . . . . . . . . . . . | | WESLEY P. SMITH<br>Director of Vocational Education<br>California State Department of Education |
| 1:30 p.m. | DISCUSSION GROUPS | | |
| 3:00 p.m. | GENERAL ASSEMBLY | Chairman: | MELVIN L. BARLOW |

Discussion Group Reports

Peripatetic Reviewer. . . . . . RICHARD S. NELSON
Chief, Program Operations Unit
Vocational Education Section
California State Department of Education

4:00 p.m. INFORMAL DISCUSSION

## TUESDAY, APRIL 14, 1970

Topic: "New Kinds of Community Involvement"

Topic Consultant: SAMUEL L. FICK

9:00 a.m. GENERAL ASSEMBLY Chairman: LEE W. RALSTON
Vocational Education Administrator
Los Angeles County Schools

Initiator. . . . . . . . . . . . ERNEST G. KRAMER
Director of Vocational Education
Washington State

9:45 a.m. Coffee Break

10:15 a.m. DISCUSSION GROUPS

12:00 noon LUNCHEON

Master of Ceremonies . . . . . C. ALLEN PAUL
Dean, Technical-Vocational Education
Grossmont Junior College

Speaker. . . . . . . . . . . . . ELDRIDGE W. REESE
Education & Training
The Management Council

1:30 p.m. DISCUSSION GROUPS

3:00 p.m. GENERAL ASSEMBLY Chairman: PATRICK J. WEAGRAFF
Institute Assistant

Discussion Group Reports

Peripatetic Reviewer . . . . . JAMES O. PLUSCH
Director of Occupational Preparation
Long Beach Unified Schools

4:00 p.m. INFORMAL DISCUSSION

## WEDNESDAY, APRIL 15, 1970

Topic: "Administrative Organization for Vocational Education -- A New Rationale for Metropolitan Areas"

Topic Consultant: HOWARD A. CAMPION

---

9:00 a.m. GENERAL ASSEMBLY Chairman: LEE BODKIN
Regional Coordinator for Vocational Education
California State Department of Education

Program Planning -- A Support to the Administrator.. OTTO P. LEGG
Senior Program Officer
Division of Vocational-Technical Education
U.S. Office of Education

10:00 a.m. Coffee Break

10:30 a.m. DISCUSSION GROUPS

12:00 noon LUNCHEON

Master of Ceremonies . . . . . CHARLES W. PATRICK
Associate Superintendent
San Diego Community College

Speaker . . . . . . . . . . . . C. F. McMENAMY
Group Engineer
General Dynamics Corp. - Convair

1:30 p.m. DISCUSSION GROUPS

3:00 p.m. GENERAL ASSEMBLY Chairman: RALPH K. SYLVESTER
Institute Assistant

Discussion Group Reports

Peripatetic Reviewer. . . . . . OTTO P. LEGG

4:00 p.m. INFORMAL DISCUSSION

## THURSDAY, APRIL 16, 1970

Topic: "Financing Vocational Education"

Topic Consultant: SAMUEL L. FICK

---

9:00 a.m. GENERAL ASSEMBLY Chairman: MELVIN L. BARLOW
Institute Director

Panel of Financial Analysts

- C. KENT BENNION
  Director, Adult, Vocational & Library Programs
  U.S. Regional Office of Education
- ROLAND M. BOLDT
  Chief, Program Service and Evaluation Unit
  California State Department of Education
- ERICK L. LINDMAN
  Professor, School of Education
  University of California, Los Angeles
- JAMES O. PLUSCH
  Director of Occupational Preparation
  Long Beach Unified Schools

10:15 a.m. Coffee Break

10:30 a.m. DISCUSSION GROUPS

12:00 noon LUNCHEON

Master of Ceremonies . . . . . LELAND P. BALDWIN
Assistant Chancellor
Vocational Education
California Community College

Speaker. . . . . . . . . . . . ROLAND M. BOLDT
Chief, Program Service and Evaluation Unit
California State Department of Education

1:30 p.m. DISCUSSION GROUPS

3:00 p.m. GENERAL ASSEMBLY Chairman: JAMES O. PLUSCH

Discussion Group Reports

Peripatetic Reviewer. . . . . JANE Y. MILLS
Regional Coordinator
Bureau of Homemaking Education

4:00 p.m. INFORMAL DISCUSSION

## FRIDAY, APRIL 17, 1970

Topic: "The Potential of Vocational Education in Metropolitan Areas"

Topic Consutlants: HOWARD A. CAMPION
SAMUEL L. FICK

| | | |
|---|---|---|
| 9:00 a.m. | GENERAL ASSEMBLY Chairman: | MELVIN L. BARLOW |
| | Initiator . . . . . . . . . . . | CHARLES W. PATRICK<br>Associate Superintendent<br>San Diego Community College |
| 9:45 a.m. | Coffee Break | |
| 10:15 a.m. | SUMMARY. . . . . . . . . . . . . . .<br>(Post-Evaluation) | MELVIN L. BARLOW |
| 12:00 noon | LUNCHEON | |
| | Master of Ceremonies. . . . . | MELVIN L. BARLOW |
| | Speaker . . . . . . . . . . . . | MARTIN STONE<br>Chairman of the Board<br>Monogram Industries<br>Chairman of the Greater Los Angeles Urban Coalition |
| | Message from USOE . . . . . . | JACK A. WILSON<br>Project Officer<br>Bureau of Research<br>U.S. Office of Education |
| | Presentation of the Institute Resolution. . . . . | JAMES O. PLUSCH |
| 2:00 p.m. | ADJOURNMENT | |